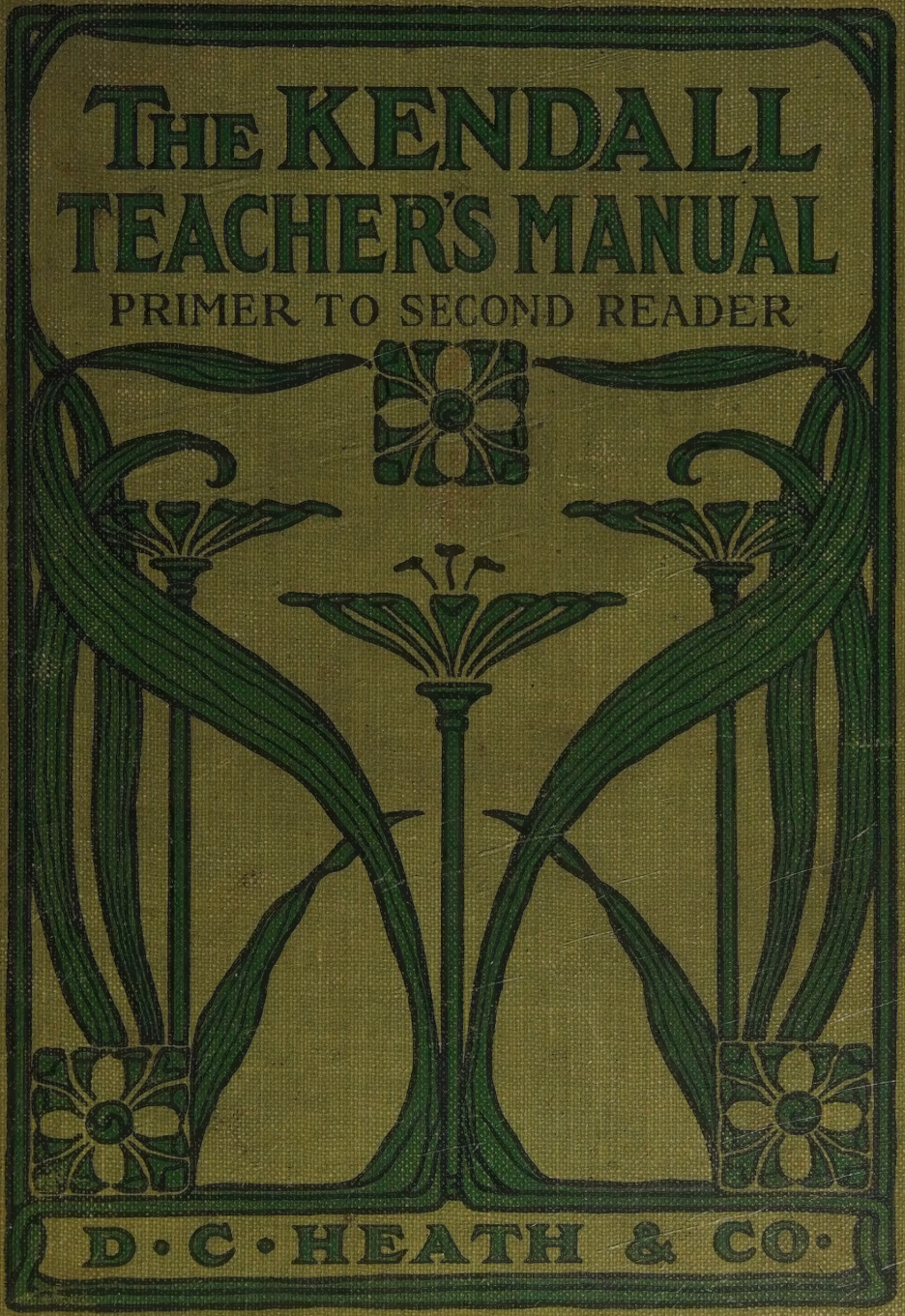
THE KENDALL TEACHER'S MANUAL

PRIMER TO SECOND READER



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THE KENDALL SERIES OF READERS

TEACHING HOW TO READ

A MANUAL FOR TEACHERS

BY

MARION PAINE STEVENS, B.S.

(TEACHERS COLLEGE)

ETHICAL CULTURE SCHOOL, NEW YORK CITY

TO ACCOMPANY

THE KENDALL PRIMER
THE KENDALL FIRST READER
THE KENDALL SECOND READER

BY

CALVIN N. KENDALL, LL.D.

COMMISSIONER OF EDUCATION, NEW JERSEY

AND

CAROLINE I. TOWNSEND, PH. B.

DEPARTMENT OF EDUCATION, STATE NORMAL SCHOOL,
SAN DIEGO, CALIFORNIA

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TEACHING HOW TO READ

I. GENERAL SUGGESTIONS ON TEACHING HOW TO READ

"The greatest of all the subjects taught in the school is the mastery of the printed page."

Two Methods of Teaching. — Teachers may be divided into two general groups. The first teach by means of drill. Step by step their work is planned and charted. They believe in "hammering things in" by repetition, and by a modified form of military discipline in the schoolroom.

The second group prefer to teach by what may be termed the "soaking-in" method. They wish to reduce drill to a minimum, and strive to substitute for it the more natural methods by which children acquire knowledge before coming to school. These methods are successful at home, they reason. Children learn a surprising amount during the first five or six years. Besides the more fundamental abilities, they acquire habits of all sorts, means of communication through spoken language, much information about the world in which they live, and rudimentary ideas of behavior and social responsibility. Why then should not the school continue their education along the same general lines, and utilize the methods which have proved themselves sound by the only real criterion of results?

The *Kendall Readers* and the methods of teaching from them which are outlined in this Manual are based unequivocally upon the second idea — that of following as far as may be the order of

natural development and reducing formal teaching by drill to the lowest possible terms.

Of course, some drill is proper and necessary. There is a mechanical side to reading, which must be mastered before progress can be made. But the mechanics are uniformly made secondary and the content or interest side is stressed. With large classes such a course is often difficult. It is not impossible, as many successful teachers have demonstrated and will again. The *Kendall Readers* and this Manual are designed to aid in carrying out book education along the lines of least resistance, and in making even the indispensable drill palatable by infusing it with the game or play element and by conducting it naturally, as the mind works, or according to psychological law.

Interest — The Child's Only Motive for Learning. — Unquestionably the great problem of the teacher is to arouse and sustain children's interest, so that they will themselves make every effort to advance. How this is to be done cannot so easily be told. In general, the answer would be — by supplying each child with the mental food which he needs in sufficient quantities, and in such a way that he can assimilate it.

It is easy to foster and cherish dawning intelligence. It is also easy to crush it. Interest grows by what it feeds on. So does boredom. Interest means success for the teacher. Boredom means failure. Well-selected material, an intelligently planned and varied program, and conscientious step-by-step teaching, will inevitably bring the interest that spells success.

Initiative. — There is no surer way of interesting children in their work than by giving them every opportunity for initiative. Allow choice whenever wise and possible. Ask for and welcome original suggestions for the carrying out of the lessons. Put the class groupings, order of recitation, and other small problems of

school procedure up to your pupils. Allow them to teach the class occasionally, of course offering advice freely if required. Let small groups, headed by capable captains, prepare stories, plays, and poems to read to the whole class. In all these ways, and many others which will occur to you if your eyes are open to the problem, train children in season and out of season to be self-directing. It is one of the hall-marks of a progressive teacher.

A Sound Method. — While a good teacher, although ignorant of the best methods, will often secure happy results, and a poor teacher will often use to poor effect an excellent method, it is nevertheless important to have a good method of teaching, one that takes into account the nature of the subject to be taught and the nature of the learner.

Stated dogmatically, some of the fundamentals of a sound method of teaching primary grade pupils to read are these:

1. The child's own life is the basis of his interests, and therefore the thought material of his early reading lessons should relate to this life. Such thought material may be drawn directly from his life experiences, those that he is already conscious of or those that the teacher may help him to realize; or it may be drawn from rhymes, stories, or pictures that portray similar experiences.

2. It is the general practice to have the early lessons in reading consist of sentences which have such a relation to each other that they make a connected story. But if the teacher prefers to begin with isolated words, she should not delay in putting these words into interesting sentences and relating the sentences in a story. In short, the two methods should be so blended that the pupil is left neither with a lot of disconnected word-forms in his mind, nor with a series of unanalyzed sentence-forms. If the sentence is the starting point, he should at once begin to recognize the individual word; or if the word is the starting point, this should at once find its place in interesting sentences.

3. The letters that make up the words will be gradually, but somewhat systematically, learned as they are needed. For instance, the words *pin* and *pen* differ only in the middle letter. It is important that the pupil identify the *sound*, *i*, with the *form*, *i*, and the *sound*, *e*, with the *form*, *e*. The pupil needs the *sound* of the letter before he needs its *name*. It has therefore become the universal custom to have the pupils use the sounds of letters and identify them by sound *before* they call them by name.

4. Diacritical marks should be very little used, because to require children to learn them at this stage is to put upon them a useless and difficult task. When a word is disfigured with lines and dots, — as hōm~~e~~, fäth~~e~~r̃, — the visual image is incorrect, and the learner is hindered rather than helped. Simple phonetic rules, such as the pronunciation of diphthong sounds and the effect of final *e*, are given in the chapter on phonetics. These are far more useful than arbitrary markings, which no child needs to know until he begins to use a dictionary at the age of ten or twelve.

5. A good method of teaching reading will give such varied uses of the words to be learned that they are readily recognized whenever they are seen, either alone or in new relations.

6. A sound method never allows the form or sound of a word, or of a sentence to be divorced from the meaning. Mechanical repetition of words or sentences is condemned.

7. Another characteristic of a sound method of teaching is its effectiveness in making the pupil increasingly independent of the teacher's assistance. The teacher, however, may easily force this independence too far and some "systems" have erred in this particular. The teacher's function is that of a helper, when there is real need of help. If wise help is not given when it is needed, waste of time and mental confusion for the pupil result.

Teacher-made Cards and Charts. — It is essential that a primary teacher have a quantity of word material. This is easily

and quickly made, and should include (1) Rhyme Cards, (2) Word Cards, (3) Phrase Cards, (4) Sound and Word Ending Cards, (5) Charts.

Size. — Use oblong or square pieces of oak tag for the sound, word, and phrase cards. Oak tag is a flexible cardboard to be found in all school-supply stores; sometimes it is called tag-board. It comes in large 24 by 36-inch sheets and in 9 by 12-inch sheets. Get the latter, if possible, for the smaller cards. These will cut into 6 cards, each 3 by 6 inches; into 4 cards, each 3 by 9 inches; or into 3 cards, each 4 by 9 inches. For the rhymes and word charts, thick wrapping paper is satisfactory, though the 24 by 36-inch sheets of oak tag, cut as desired, are more durable.

Small letters should not be less than one-half inch high, and tall letters not less than one inch.

Lettering. — For the lettering secure, if possible, a small stamp-printing outfit, which costs very little and which is useful for the children as well as for the teacher. If this cannot be obtained, use ink and a brush or a rubber pen. A rubber pen is a long

wooden stick with a rubber point. It can be bought at school-supply places. Since it may be difficult for some teachers to secure this, D. C. Heath & Co., publishers of the *Kendall Readers*, will mail a rubber pen to any teacher on receipt of 25 cents.

1. Rhyme Cards. — These are almost indispensable in the pre-book work. To have a rhyme continually in sight is a great aid to word learning. A picture drawn or pasted above the rhyme will add greatly to the children's pleasure.

Examples: 1 2

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.

Boys and girls,
Come out to play;
The moon it shines
As bright as day.

Do not make more than two to four lines on a rhyme card. If the rhyme is longer use two cards, or write only the first part, as in Example 1. Make each line very short, even dividing lines, as in Example 2. Do not indent any lines. Have them all even at the left.

2. Word Cards. — These are essential to rapid word learning, and useful for games, flash work, and desk work. Let the children handle them, copy them with their small letters, see them, hear others pronounce them, and compare them with the same words in the rhymes. Throughout the Manual there are many suggestions for using word cards.

Examples:

friend	did	open

3. Phrase Cards. — Select such phrases as:

I see	I do not	you and me
I like	I do	Get up
Do you like	in a tree	with baby
How do you do	in the tree	Play ball
I am	good morning	
Play with me	a little bird	

(These are all to be found in the first twenty pages of the *Kendall Primer*.)

Choose only common phrases which will be permanently valuable. Use them for sentence making and word learning.

Children who have advanced to the First and Second Readers, may use phrase cards for written sentence building.

Example. — Teacher holds up | This is | and asks for a sentence. She may receive:

This is Monday.
This is my birthday.
This is a winter day.
Do you think this is my best writing?

Good sentences are written on the board, while the class continues the oral work with another phrase.

4. Sound and Word Ending Cards. — Discussed in detail under the subject of phonetics, page 114.

5. Charts. — Valuable as supplementary to the word and sound cards.

Examples: 1

rock	blows
baby	will
on	fall
tree	down
top	come
when	and
wind	all

24 by 36 inches

2

f ound
s ound
r ound
ar ound
b ound
m ound
p ound

12 by 36 inches

3

in
spin
win
chin
shin
fin
win
tin
thin
grin
pin
bin
skin

12 by 36 inches

The Hectograph. — Many schools are supplied with hectographs. It will pay any primary teacher who has not access to one to buy a hectograph herself. It is a great time-saver, easy to use, and does not readily get out of order. Older and more mature

children can easily strike off copies after you have made the first one.

Some of the many uses of a hectograph are these:

1. Making copies of rhymes used in the pre-book work — one copy for every child.

2. Making the pages of the Mother Goose book suggested as seat work on page 24.

3. Making on oak tag the single words of the early vocabulary. Cut these in strips three-fourths to one inch wide and separate. Give each child an envelop and a complete set of the words, distributing new ones as they are learned. The envelops are useful for seat work and when the children practice together in groups. Let the quicker pupils help the slower ones. Allow the envelops to be taken home for study and to show the home people what progress is being made. Valuable help will often be given if parents discover thus that children are in need of it. Other suggestions for using the cards are found in the reading notes which follow.

4. Making copies of original stories which children compose.

5. Copying in written or printed form of phonetic lists from Section VI. Especially in the Second Grade Work of Part 3, when the number of words to be drilled upon is so great, hectographed copies of word lists will save much labor. Such sets can be distributed year after year. They should not be left with the children, but classified systematically in a closet or cupboard and taken out for the recitation.

Lists which the author considers especially valuable for hectographing are noted throughout Part 3. Make others or different ones if you desire. The lists suggested are these:

ing words, page 223.
er words, page 224.
words ending in *y*, page 226.

words ending in *ly*, page 227.
words ending in *le*, page 228.
Indian words, page 229.
Eskimo words, page 230.
Dutch words, page 230.
all lists from page 239 to the end.

Blackboard Work. — Blackboard work should be painstakingly done. Try to set a good example to your children in this way. Especially with the first sentence work, write compactly and carefully, making only one sentence at a time, because children will grasp the thought more readily when it is of gradual growth.

As to the relative advantages of script and print in the beginning, there are varied views. Two paragraphs from different writers who are on opposite sides of the question are given below.

In favor of print: "The use of print instead of script is advised, so that the *visual* image obtained from the blackboard may be employed directly by the children when reading from books. Children read more than they write in the first year, and it saves time and effort to use print. The script forms will be taught in the visualization and penmanship lessons."

In favor of script: "There appears to be no agreement among successful teachers in the use of script or print in the early blackboard lessons. The forms of print that one teacher uses in writing on the board are doubtless as different from the print of the book as are the script forms used by another teacher. If there is no particular advantage to be gained, — and in actual practice there seems to be no advantage, — it would appear unwise to ask teachers to train themselves to become skillful in printing."

In the author's opinion careful printing should be an accomplishment of every primary teacher. An intelligent class which learns easily and quickly may well be taught both script and print interchangeably — unquestionably an advantage, as more use is

made of the educational tools, "the three Rs" — while the slower pupils, who may be hindered rather than helped by having to learn both forms of a word at the same time, should be taught mainly the printed forms.

In other words, all children should learn print, because that is what they need for book work; while some children are benefited by being taught print with the script, even in the beginning.

Word Games. — " A word is a lantern. Every lantern has a light and the light is an idea."

Nothing makes a word a familiar friend like playing a game with it. Here are a few simple games which may be played with words in the *Kendall Readers.*

Drawing Games

The following list of names is taken from the *Primer:*

boy	ball	man	flag	desk	cow	balloon
girl	rabbit	horse	nut	seat	squirrel	swing
dog	apple	ring	house	boat	sun	sky
cat	flower	egg	basket	king	moon	cent
bird	box	hen	blackboard	drum	stars	eyes
tree	bees	Indian	chalk	horn	rake	mouth
baby	school	nest	book	gun	doll	hand
father	bells	bed	shell	soldiers	bed	barn
mother	table	doll	door	hat	monkey	pail

1. Write or print these words in various places on the blackboard, and let children draw under each word the picture which it represents.

2. Put the words on cards. Hold up one at a time and ask its name. Then ask who can draw its picture on the board and place its name beneath. Children who cannot yet write may place the card beneath instead.

3. Write — *Make* ——— *on the blackboard.*

Put one word after another in the blank space and let a row of children at a time run to the board and draw what it represents.

Games with Objects or Pictures

Collect objects or pictures to match the vocabulary (see list just given for suitable words).

1. Write directions:

Find the drum.
Get the ball.
Use the chalk.

Children select the object or picture designated and do as the sentence directs.

2. Hold up a card containing a word, and ask children to bring up the picture or object which it represents.

3. *Pointing Game.* — Write on the blackboard:

Point to

and add different words, as:

Point to the door.
Point to a flag.
Point to me.

Have the action performed and the sentence afterward read.

4. Make a card for each of several objects about the room. Put holes in the top and fasten in a string. Let a group of children attach these to the proper objects. Use for this game such words as:

girl	book	window
chair	teacher	door

Action Game

Write directions on the board, using words in the children's reading vocabulary.

Clap your hands.
Run to the door.
Hop back.

The children are to perform the action and then read the direction.

The following action words are to be found in the *Kendall Primer:*

find	run	count	rake	stand	give
play	fly	count fast	bring	buzz	bring
get	sit	drop	kick	feel of	make
get up	knit	sleep	read	shake hands	take
walk	roll	blow	write	shut the door	rub
jump	march	whistle	sing	open the door	roll

Sentences for the Action Game are to be found in the *Primer* on pages 13, 38, 51, and 63. Do not use these only, but prepare others which shall give the same words in different ways. As the children acquire skill, give a direction several sentences long as illustrated by:

Things to Do

Try to blow a bubble.
Do not blow fast.
Blow three pretty bubbles.
Make the bubbles fly up.

(On page 61 of the *Primer.*)

Question and Answer Game

Write a question. Children are to study and answer orally. Many questions are to be found on pages 21, 38, 56, and 71 of the *Primer.* Use also the following, which are a part of the *Primer* vocabulary:

Do you know	What is	doing?
Do you see	What are	doing?
Can you see	Can you find	
Do you like	What can	do?
How do you do?	Have you	
What is your name?	Where is	
What is my name?	How old are you?	

Make sure that the exact wording of the question is understood, by having it read either before or after it is answered.

The Colors

The *Primer* uses these colors:

white	green	blue
red	black	gray

The *First Reader* adds:

yellow	brown

and the *Second Reader:*

purple	orange	pink

1. Have these on cards with a patch of the same color beneath or on the back.

2. Combine with other word cards, so as to make combinations like:

green grass white snow a red heart

Game of Opposites

A game for Second Grade. Excellent to enlarge both written and spoken vocabulary. The following opposites are found in the *Primer:*

our — your my — your	this — that where — there	right — left give — take
me — you	here — there	boy — girl
him — her his — her	black — white	big — little
go — come	old — new	open — shut
no — yes	buy — sell	now — then
father — mother	thick — thin fat — thin	down — up he — she

These are in the *First Reader* and *Primer* combined:

brother — sister	much — little	awake — asleep
under — over	stay — go	these — those
in — out	always — never	ripe — green
off — on	day — night	rest — work
easy — hard	autumn — spring	dry — wet
small — great small — large	winter — summer found — lost	myself — your (self) begin — end
hot — cold	behind — before	rain — sun
far — near	after — before	front — back

And these are in the *Second Reader:*

Mr. — Mrs.
foolish — wise
dark — light
dead — alive
west — east
loud — soft
rich — poor
sorry — glad
either — neither
ill — well
many — few
tame — wild
sad — happy
uncle — aunt
naughty — good
dull — bright
ugly — pretty
for — against
half — whole
forget — remember
young — old
to — fro
warm — cool
short — long
wide — narrow
fork — knife
nothing — every(thing)
nobody — every(body)

[Add other common words to this list, if desired.]

Let teacher or children list these opposites. The children may ask each other questions:

What is the opposite of black? Winter? Large?

The answers may be oral or written. Vary by having the children write pairs of opposites on the board and by having the teacher ask the questions.

The opposites may also be put on cards and used for a guessing game.

Here is another way to use the cards:

Leader: I am holding the opposite of "either."

He goes around the class in turn until he gets the correct response. The child answering correctly has the card. At the end, the row having the most cards is declared the winner.

Word and Phonogram Drills. — *With the cards.* — There are also various ways of using the word and sound cards which, because they do not make the approach on the idea side, may more properly be called drills. They have, however, much of the game element and are greatly enjoyed by all children.

1. Show cards to each child in turn. Each one answering

correctly may keep the card. After going around the group several times, the teacher asks who has the most cards.

2. The same procedure, except that the cards are given out to those who fail, the object being to get none at all. Each child who has to take a card must know it before he is allowed to give it up. Allow children who have cards to ask their neighbors what they say. This will help both weak and strong pupils.

3. Use the cards as in a spelling match, each child who fails going either to the foot of the line or to his seat.

4. Put rows of cards upon the chalk ledge. Let children go one row at a time and find those that they know. Each must be brought to the teacher and named before being taken to the desk. The finder then goes in search of another card which he knows. The child or row collecting the most cards in a given time wins.

5. Hold up a card for a second and then put it out of sight. Call on a child to name it. If he does so correctly, he has the card.

6. *Reds and Blues, a Game of Sides.* — The class or group stands in two parallel lines, named the Reds and the Blues. The cards are shown to each side in turn and the children tell them. Any one failing must go to his seat. When the foot of the line is reached, the number of children left standing on each side is counted, and the winning side has a star. Those who failed then return for a second competition. Keep the sides the same for several days and watch the stronger pupils helping the weaker before school and at recess. This is one of the best features of such group competition.

7. Place word or sound cards on every desk. Several children are sent in search of a given card. When found it is held up for all to see, and pronounced by the class.

Word and Phonogram Drills. — *On the Blackboard.* — Other forms of drill may be given from the blackboard.

1. A list is placed on the board. Two to four children come forward. The teacher points to a word. A child stands with a handful of splints. The child naming the word first gets a splint. Whoever gets five splints first wins and may hold the splints for the next group.

2. A similar list, two children and two pointers. The teacher or a child gives a word. Both point to it, and the one finding it first has one added to his score. The child who first scores five wins. Each may then choose a successor.

3. Give a word from a list and ask a child to erase it. Continue until all the words have been erased.

4. *Guessing.* One child thinks of a word. Others in the group ask, "Is it *baby?*" "Is it *me?*" "Is it *look?*", pointing to each while speaking. Continue until the word is guessed. The one guessing correctly chooses another word.

Vary by sending one child out of the room. Choose a word. He is to guess it in five turns.

5. Put a number of words or phrases on the blackboard. Select a group of children, one more than there are places. At a given count or at the ring of a bell each runs and stands beneath one that he knows. One child will be left out. Each of the others then tells his word or phrase. If he fails, the child who was left out may give it and take his place. Children at the seats help out if necessary. Repeat several times.

6. Place words on the board and ask children to name them. Then erase one at a time and call on a child to name. If he fails, replace the word.

7. Call a list of words a ladder or a flight of steps. See how many children can climb up or down without "slipping" or "falling."

8. The words are numbered. The teacher or a child calls out a number and children name the word. Or the leader may give the word and the children the number.

Blackboard Lessons. — Throughout the first and second years, the teacher should have many blackboard lessons based on nature or other matters of interest to the class. Such material should come from the children, a sentence at a time, and be placed on the board as it is given.

Examples. —

Our First Walk

We all went to walk today.
We went to the park.
We saw two robins.
We saw squirrels.
Some of the boys saw a junco.
We all got flowers and seeds.

Dorothy's Animal Book

Here is a book.
It is Dorothy's book.
It has pictures of animals in it.
Dorothy brought it for us to see.

Occasionally write a class letter to an absent classmate. Place the paragraphs on the board as the children give them. The teacher or an older child should later copy and send the letter.

Example. —

Dear Anne:

I am sorry you have a sore throat.

George.

We shall have our new reading books tomorrow.

Caroline.

Our Mother Goose books are almost done. They have covers like real books. They have twenty pages in them.

Horace and Edward.

We are making boxes for seeds now. Mine is brown and green.

Robert.

We are learning new games. One is "Looby Loo." One is "Itisket, Itasket." One is "The Miller." I like them all.

Ruth.

Class compositions about what is going on are another means of developing increased familiarity with written words. Place these on the blackboard as first given, changing the wording if improvements are suggested. Here is a typical Second Grade composition:

Our Sand Table

We have an Indian village on the sand table. A lake is at one side. We have a forest behind. Wigwams are on the shores of the lake. There are people made of clay. There is a canoe. The men and women are working and the children are playing with bows and arrows.

Such stories should be read over and over, and afterward copied if children are sufficiently advanced.

Twenty-four Suggestions for Conducting a Recitation. — 1. Do not forget the pedagogical phrase "from the known to the unknown." Approach each lesson carefully so as to interest the children in what is to come. Study the Type Lessons in Sections III, IV, and V for typical methods of approach. Many additional suggestions are given throughout these sections. Remember also that the *approach* is not the *recitation*, and make it very brief.

2. Train children to ask for words they do not know —

"The word after *so.*"
"The last word."

Help them to get words by sound if possible. If not possible, tell them at once. But encourage independence, and praise freely the children who try to find out words for themselves.

3. Keep the recitation from dragging. It is much better to tell a slow child more than he really should be told than to keep the whole class waiting while you extract from him the facts you want. Of course do not give him less than his share of time. But look out that he does not get far more.

4. Do not demand equally good work from all children, or criticise those who are backward. Compare each child with his own past record instead of with another child. What you should commend is improvement, not measuring up to a fixed standard. Dull pupils often deserve far more praise for achievement than bright ones.

5. Watch the children's voices. Do not let them become harsh and nasal. The best way to prevent this is by setting a good example yourself.

6. Teach expression a good deal by imitation. Ask questions:

> How would you read that?
> Who could say that more as Betty did?

Give an object lesson yourself after the children have finished. Then let the first child try again.

7. Train children to handle a book with clean hands and to treat it with respect. Teach them to turn the leaves without noise, touching only the edges. Insist that no pencil marks be made on the pages, and that no child turns down or bends the leaves.

8. Be sure you appreciate fully that a word is but a symbol. It stands for a real thing, but is a mere hieroglyph until meaning is put into it by you or some other agency from outside.

9. Children should not be encouraged to raise their hands while others are reading, because they wish to make corrections or give the pronunciation of a word. It is rude and very disturbing to the reader.

10. In teaching the *Primer* and *First Reader* stories have preliminary blackboard work daily. Review words as necessary,

and teach new ones. Do not allow children to read any page until they have studied the words upon it.

11. Remember to give "apperceptive bases" when needed. You may have read *A Pot of Green Feathers* — named from the incident of a settlement child who so designated a beautiful fern because he knew nothing about growing things. The city child knows little of life on a farm. The country child is ignorant of policemen and crowds. The inland child has never seen a lighthouse. We admit such facts in theory, but no teacher is free from the fault of neglecting them in practice.

12. Make *variety* your slogan. Remember how bored you are by monotony and try to avoid it in your own work. Train yourself to do the unexpected. Surprise the children often by simple changes in the daily routine. Such a trifle as altering the order of recitations or writing a direction on the blackboard instead of speaking it, often has the happiest results.

13. Do not go around the class in order. No child is going to be quite as much interested in the lesson if his turn is a long way off, or if he has already been asked to recite and knows that he has nothing more to do.

14. Allow the more intelligent children to teach occasionally. You will find your own mannerisms coming home to you in a comical manner. Both you and the children will gain by the innovation.

15. Never leave a lesson dangling in the air because the time is up. Read the last few sentences yourself, or ask a good reader of the class to read them.

16. Reading does not necessarily mean *oral reading*. We ourselves do very little oral reading. Children do it in school as a sort of examination, in order that we may find out how much they know. Spend an occasional period in silent work. Tell the children that the room is to be a "library," where there must be absolute quiet.

17. Have group reading. Let the class study different stories and read them to the others when ready. The teacher should tell unknown words, but the reading itself should be in charge of the children. They are to be held responsible and must give notice when their group is ready to read.

18. Do not review a lesson unless there is a special reason for it. That children did not read it well would be no reason to them. If necessary to repeat, have the lesson re-read for some definite purpose, as:

To entertain a classmate who was absent.

To show how much more interesting it can be made after silent practice.

To know it better so as to reproduce the story.

19. Always have a point to every lesson you give. The children will know it if you do not.

20. Be prepared. Do not think that reading is easy to teach and needs no special preparation. Many teachers, especially in the grades above the First *do* think so. It is a mistaken idea. The more you put into a lesson, the more the children will get out of it.

21. An important part of your preparation is planning the desk work which is to follow. Make it fit into the day's needs as far as you possibly can. Examples may be found in the type lessons on page 89 and page 91 of this Manual.

22. Make your directions and explanations very simple. Use such words as a young child can understand. Do not be impatient with him and think him stupid if he does not come up to your adult standard of intelligence.

23. Blame yourself for failures and not the children, who are usually the victims of your carelessness or inexperience.

24. A primary child gets more from his teacher than from his books. It is therefore our business as teachers to give our best thought and effort to every recitation that we conduct.

Bad Reading Habits and Ways of Correcting Them. — 1. *Reading with the Lips.* If possible try to eliminate all motion or noise with mouth and lips. At first it is not wise to say much about this habit, but no child should be allowed to keep it up long or persistently. It is easy to speak in praiseful accents of the quiet child who reads like a "big" boy or girl — a statement which will at once inspire emulation on the part of other members of the class.

2. *Miscalling Words.* From the first do not allow verbal inaccuracies. If a child reads "the walk" for "a walk," or "he rushed away" for "away he rushed," substituting identical meaning for the words of the book; if he adds or omits words and phrases; if he garbles the meaning by saying "out" for "our," "that" for "what," or ignores negatives; the teacher should as a rule simply repeat the correct form quietly and ask the child to repeat it after her.

Experience shows that in the end this plan is better than allowing the errors to pass, since children can so easily be "jacked up" at the commencement of this habit, while it is a difficult one to break after it is firmly established.

3. *Finger Pointing.* Pointing with the finger in an effort to keep the place is another undesirable habit which should be discouraged. If permitted at all, it is only another habit to be broken; while in the beginning only a slight effort on the part of the teacher will check its growth.

If individual children find difficulty in keeping the place, give them a strip of cardboard an inch wide and long enough to go across the page. Call it a *book mark.* Show them how to slip it down the page as they read. With this assistance there will soon be no difficulty in following from word to word, or from one line to another. The children will of themselves discard the pasteboards when they are no longer useful.

4. *Lack of Expression.* An almost universal fault is monotony, or lack of expression. Do not make the mistake of expecting

children to correct this themselves. Show them how to read. Ask them to show each other. Let an entire row read the same paragraph and then ask for opinion as to the best reader. Intelligent imitation is the best way of correcting this fault.

Class Groups. — Every First Grade class, unless small, should be grouped. Some children progress rapidly and require little attention. Others advance steadily at a moderate rate, and need considerable assistance from the teacher. A third, and usually a smaller group, must be supplied with many concrete aids to stimulate thought, and even then makes but little progress.

All these require different handling. Hence the group arrangement makes for economy of time and the best interests of all the children. Divide the class into three or four sections at first. By the end of the first year two will probably be better, so that each can have a longer period for recitation.

Second year classes should usually recite in two groups, with occasional lessons which bring both together. Some excellent Second Grade teachers have the morning reading lesson in two groups, and the afternoon lesson in one. Others prefer a flexible scheme, by which they take small groups for more distinctively drill lessons, or for preparing something with which to surprise the class, while at other times all work together.

Of course with very small classes division into groups is neither feasible nor necessary.

Desk Work. — Division of classes into small groups for lessons means that those not reciting must be occupied with some unsupervised task. This desk work, seat work, or busy work, as it is variously called, is capable of great abuses. By many a teacher it is regarded as useful primarily to keep otherwise unoccupied children employed, while the real learning is going on under her direction at the front of the room. To a teacher holding this

view, successful desk work is that which keeps the children silently busy in their seats over some noiseless material, so that she and those reciting can progress undisturbed.

Of course, comparative quiet should be maintained. No recitation could go on while others in the room were noisily hammering or sawing. But on the other hand, the successful progress of the recitation should not be the main point considered.

Desk work should be carefully arranged. The children should know definitely what is required of them, and interest should be taken in what they do. Many careless habits of work, which will be deplored by later teachers, commence in the primary grades as children dawdle never-endingly over useless, time-killing tasks which lead them nowhere; and much distaste for school life has its roots just here.

The best desk work grows out of class interests and needs. A few suggestions are made here which may serve as starting points for individual activity, or as useful supplements to the actual recitations in learning to read.

1. A Mother Goose Book. In connection with the rhymes, hectograph copies for each child. In a small school of many grades, older pupils may prepare these as a written lesson.

Let children draw, or cut and paste, suitable pictures for each rhyme, using the regular drawing period for starting the project. It makes capital desk work. Let the first cuttings be made from ordinary paper, saving the colors for the finish.

Give each child an envelop in which to keep his cuttings, drawings, and rhymes. The envelops may be made and pasted during an arithmetic period. The pictures and rhymes can easily be made into a first reading book. Heavy paper or cloth will make a durable cover.

2. Cutting and mounting objects mentioned in the various stories.

Examples from Mother Goose. —

One of Bo-Peep's sheep.
A border of flowers for Mary, Mary, Quite Contrary's garden.
A spider web for Miss Muffet.

3. Imaginative drawings to illustrate the stories.

4. Copying from drawings on the blackboard The teacher who cannot draw should have a collection of blackboard stencils. Have this work correlate with the daily lesson.

Example. — Section III of this Manual, Desk work under "Bob's Rabbit," pages 17 and 18 of the *Primer.*

5. Let children write the colors, placing a circle or oblong of the proper color after each word. Do this only when the word names of the colors are being learned.

6. Skeleton figures. Children learn to make these with surprising skill.

Example. — Picture illustrating "Jack Be Nimble" on page 58 of this Manual.

One important secret of good desk work is to have one day's work linked up with another in sequence. There is a distinct advantage in piled up or cumulative interest. Illustrations of this are the Mother Goose book already described and the Riddle book suggested for the first part of the *First Reader,* Section IV of the Manual.

Let much of the desk work correlate very definitely with the daily reading lesson. Examples of such possible correlation are to be found:

in Section III under the *Primer* notes for pages 17, 43, 46;
in Section IV under the *First Reader* notes for pages 7, 29;
in Section V under the *Second Reader* notes for pages 63, 88, 147, 184.

Many other desk work suggestions are to be found in the notes of these three sections.

Learning the Poems in the Readers. — Throughout the *Kendall Readers* are many short poems to learn. Do not treat these as lesson tasks. The early years are the best in which to instil a love of poetry. All that is needed is a poetry-loving teacher who appreciates the beauty of this form of literature.

Always give a proper background for the poem to be learned. Many such are suggested in the lesson plans or by the material of the readers.

When the children's interest has been aroused, read the poem yourself. They may have books open or closed. Invariably give the title and, if known, the author. Decide on one form of beginning a poem and hold to it, insisting that it invariably be given each time a poem is recited. This one is recommended:

THE SWING
By Robert Louis Stevenson

WHO HAS SEEN THE WIND?
By Christina Rossetti

Insist on absolute verbal accuracy, which is an important reading habit at all times, but especially necessary in learning poetry. Say something like this to the children:

"Robert Louis Stevenson wrote this for us. Of course he knew exactly what he wanted to say and we must be careful to get every word just right. If you do not care enough about the poem for that, it is better for you not to learn it at all."

Be careful also that you yourself have each poem correctly in mind, or else keep the book open before you.

Make the memorizing as pleasurable to the children as possible. Never teach a poem a line at a time, but always as a beautiful whole. Respect the poems and teach the children to do so. Do

not let anyone recite them in a don't-care way, or with sing-song. Stop such a recitation and ask some one who "really likes the poem" to give it.

Avoid slovenly enunciation; as "in 'is way" for "in his way," "tol" for "told," "wantid" for "wanted."

Do not let children get in the way of stopping at the end of every line.

Examples. — Not

"Rivers and trees and cattle and all
Over the countryside."

but

"Rivers and trees and cattle
And all over the countryside."

Not

"Then the little Hiawatha
Learned of every bird its language."

but

"Then the little Hiawatha learned of every bird its language."

Have very little concert work. Make the poetry lessons short and pleasant and varied. Review past work frequently. Dramatize when possible, letting children at their seats recite the words. And try to make even Mother Goose a part of the "cultural background" which should be every child's inheritance.

Supplementary Reading. — 1. Encourage the children to bring stories from home to read to the class, and to prepare others to tell. Lend them books if they have none. Suggest specific work of this sort to those who are backward about doing their part in the way of entertaining others. Tell them that it is not fair to get so much and not to give something in return. On the other hand certain forward children must be tactfully kept from entertaining too constantly. Occasionally ask those who have read or told something to the class (or those who have never done so) to stand.

The teacher should look over whatever is brought in and decide whether it is suitable. If not she must, without discouraging the child who brought it, explain that it will not do because

too long
uninteresting
too well known
too much like something already read
or for any other reason that occurs to her.

She should praise him at the same time for his effort and urge him to try again.

2. Collect a class library. Ask each child to lend one or more books for the rest of the year, explaining that they will be sure to get soiled and marred. The teacher may add other books herself. She must also tactfully refuse any unsuitable contributions.

Place the library on a convenient shelf and watch the children browse. Arrange some system of lending. A child should take out only one book at a time, though it is a mistake to insist that he read through whatever he borrows. We ourselves make occasional wrong choices in a library.

At the end of the year return the books to their owners.

3. Do not make the mistake of thinking that all reading is done from books. Make use of

street signs
guide posts
store window cards
trolley signs
advertisements
price lists
programs
directions on the boxes of games
and all other possible means.

Use the blackboard for writing directions, questions, names, and arithmetic problems. Let children learn to read writing by

going over their own or their classmates stories and poems, as well as from the teacher's blackboard work. Play the "Game of Silence," which consists in absolute speechlessness by the teacher, who must write whatever she has to say. Second Grade children may write their replies. First Grade children will have to answer aloud.

4. Choose Robert Louis Stevenson as a special poet for Grade Two. Try to get many children to bring their home copies of *The Child's Garden of Verses.* Do not hesitate to urge those who can afford it to buy one. There are many editions with different pictures. All will enjoy holding their own pictures up for the others to see.

Tell the children that Robert Louis Stevenson worked for years to get the best possible wording for each little verse, and consequently they must be very careful not to make any changes.

All the poems in *The Child's Garden* are worth reading, but only the best should be learned by heart. To commit such lines as

"Bring the comb and play upon it!"

"She gives me cream with all her might
To eat with apple tart."

"Tom fell out and hurt his knee,"

is a waste of time, when such real literature as

"Dark Brown is the River," *Kendall Second Reader,* page 80
"Fairy Bread"
"Windy Nights"

and such whimsical child-like pieces as

"Bed in Summer," *Kendall Second Reader,* page 30
"The Lamp Lighter," *Kendall Second Reader,* page 184
"My Shadow," *Kendall Second Reader,* page 161

are at hand. All these, and a number of the others, are good if not great poetry, and merit a permanent place in the mind.

Helpful Books for Those Who are Teaching Children How to Read

1. *Heart of Oak. Book I.* — By Charles Eliot Norton, published by D. C. Heath & Co. 32 cents. A school reader. Gives accurate rendering of Mother Goose rhymes.

2. *Blackboard Work in Reading.* — By Ida E. Finley, published by B. H. Sanborn & Co. 50 cents. A book for the First Grade teacher. It contains type blackboard lessons for the pre-book work of the first few weeks of school, and is a most valuable aid in teaching beginners. A practical guide book, it also gives reasons for what is done, so that any teacher using it is not traveling blindly along an unknown road. Highly to be recommended as an addition to the working library of all who teach the rudiments of reading.

3. *Phonetics for Schools.* — By Edward Robbins, published by B. H. Sanborn & Co. 20 cents. Gives word lists for teacher's and children's use, and an interesting practical discussion of the subject of phonetics. Very valuable to a beginner.

4. *Reading in the Public Schools.* — By Briggs and Coffman, published by Row, Peterson & Co. $1.25. "No attempt has been made to set forth in this book a novel theory of reading. But the best that is known and used by well-trained and thoughtful teachers is here reported in some detail." A plain, practical treatment with a number of type lessons. For all primary teachers.

5. *The Barnard Language Reader.* — By Marion D. Paine, published by American Book Company. 30 cents. This book is suitable for First or Second Grade. It contains stories to tell, reproduce, and dramatize, and poems to memorize — all that are needed for a year's work. There is material for autumn, winter, and spring, and for all the holidays. It is valuable as a reader, or as a teacher's desk book.

6. *Reading; A Manual for Teachers.* — By Mary E. Laing, published by D. C. Heath & Co. $1.20. "This book aims to bring together in a concise form some of the most valuable and suggestive contributions of the latest educational thought to the teaching of reading. It discusses the psychology underlying the reading process and illustrates the discussion with examples drawn from practical teaching work."

Miss Laing has suggestive chapters on the reading habit, material for early reading lessons, correlation of reading with other studies, the

teacher's preparation, "reading together," and others equally valuable A careful study of this book cannot fail to make one a better and more thoughtful teacher of reading.

7. *The Psychology and Pedagogy of Teaching Reading.* — By E. B. Huey, published by Macmillan. $1.40. A readable book with an unfortunate title. For the teacher who wishes to go to the bottom of things. It is the standard book on the subject treated.

8. *The Teaching of English.* — By Percival Chubb, published by Macmillan. $1.00. Entirely on the content side. A very valuable and readable book, full of helps and ideas and written by a conspicuously successful teacher. Discusses English work from kindergarten to college.

II. PRE-BOOK WORK

The Rhymes of Mother Goose

Before beginning to read from a book, the ordinary class requires a number of weeks of introductory drill. There are several reasons for this, the chief one being that it is essential to know a great many different things in order to read a page of print.

The occult business known as "keeping the place" must be instilled by much use of the pointer on the blackboard.

There is also the eye movement from left to right and from one line to another.

There is the meaning of punctuation, at least the period and question mark.

And there is the important problem of quick word recognition, that indispensible mechanical side of reading, which must become so automatic as to be completely subordinate to thought-getting — the purpose, of course, of learning to read at all.

All these separate abilities and a number of minor ones need to be acquired before one is ready to attack the printed page. In fact, few of us have any idea of the tremendous adjustments which a little child must make in order to become master of an art so complicated that the human race was very well advanced indeed before it was able to communicate and receive thought by means of written symbols. We find even now many peoples, such as the northern Eskimos with whom Admiral Peary lived, and some of our own Indians, who are able to do no more than express themselves by crude pictures.

Let us be patient then with every little child under our charge, and train ourselves to remember that he is setting forth on a long

journey, and needs to have his educational road made smooth by skillful helps along the way. Let us be discerning and tactful, and best of all scientifically minded in our work, regarding failure as our own fault and not the fault of our classes, and laying lack of interest where it really belongs, at our own pedagogical doors.

At no time is it so necessary to keep this thought in the forefront of our minds as at the very beginning of a child's school life, when everything is new and strange and when his ability to guide himself and propel himself forward is small. Any plan, therefore, should stand or fall on the principle of aiding or hindering his faltering steps.

Perhaps the reading plan which will soonest make all children feel at home is the one based upon his old friends, the rhymes of Mother Goose. They have other advantages too, those of simplicity, adaptability to the vocabulary of any primer or early reader, and opportunities for self-help. The author therefore unhesitatingly recommends that the pre-book work be based on these well-known rhymes.

"The nursery rhyme is the novel and light reading of the infant scholar," writes James Halliwell, who published a collection of such rhymes in England nearly a hundred years ago: and he adds that their continuous popularity is "a proof that there is contained in some of these traditional nonsense-rhymes a meaning and a romance, possibly intelligible only to very young minds, that exercise an influence on the fancy of children. It is obvious that there must exist something of this kind; for no modern compositions are found to supply altogether the place of the ancient doggerel."

If this be true as most of us will admit, and Mother Goose is a *baby classic* just as Stevenson, Arabian Nights, and Hans Andersen are *child classics* of a few years later, why not take advantage of this fact by utilizing the rhymes to make connection between past experience and the new art of learning to read?

As to the name Mother Goose, that is of French not English origin. The phrase *Contes de la Mère l'Oye*, or Tales of Mother Goose, was a popular name for French fairy tales long before the Pilgrims landed on Plymouth Rock. This phrase was later Anglicized to "Mother Goose" and applied exclusively to verse. A Mother Goose rhyme is, therefore, any one of the age-old nursery favorites which generation after generation of children enjoy.

In selecting the rhymes to be taught, common sense would dictate that they be those which contain as many as possible of the words used in the *Primer*. If possible they should also be reasonably familiar ones. The following have been chosen because they have the just-named advantages. In addition, some of them are to be found on the small-type pages of the *Primer*, designed for the teacher to read to and with the class. Beneath each rhyme are listed the *Primer* words which it contains, and other common words which teachers may care to use.

The order to be followed is not mandatory, though if there is no special reason for change it is perhaps wiser to adopt the sequence given, which has been carefully planned from easy to less easy to difficult.

1. Boys and girls, come out to play;
The moon it shines as bright as day.

boy(s)	Page	4	the	Page	11
girl(s)		4	moon		86
come		23	it		11
to		7	as		46
play		4	bright		24

Other words not in the *Primer* — *shine(s)*, *day*, *out*.

2. "Pussy cat, Pussy cat,
Where have you been?"
"I've been to London
To look at the queen."

"Pussy cat, Pussy cat,
What did you there?"
"I frightened a little mouse
Under the chair." — *Primer*, page 9.

cat	Page	7	what	Page	17
where		60	did		20
have		19	there		67
you		1	little		4
at		27			

Other words — *been, mouse, under, chair.*

3. Jack be nimble,
Jack be quick,
Jack jump over the candlestick. — *Primer*, page 46.

be	Page	32	the	Page	11
jump		17			

Other words — *over, quick, stick.*

4. Rock-a-bye, baby,
On the tree top,
When the wind blows
The cradle will rock;
When the bough bends
The cradle will fall,
Down will come baby,
And cradle, and all. — *Primer*, page 64.

baby	Page	15	will	Page	26
on		39	down		73
tree		10	come		23
when		99	and		11
wind		56	all		28

Other words — *top, blows, rock, fall.*

5. Rain, rain, go away,
Come again some other day.

go	Page	37	again	Page	69
away		107	some		28
come		23			

Other words — *rain, other, day.*

6. Once I saw a little bird
Come hop, hop, hop.
So I said, "Little bird,
Will you stop, stop, stop?"
And was going to the window
To say "How do you do?"
But he shook his little tail,
And far away he flew.

I	Page	1	go(ing)	Page	37
saw		91	to		7
little		4	say		105
bird		10	how		4
come		23	do		2
so		32	but		95
will		26	he		33
you		1	his		57
and		11	far		83
was		46	away		107

Other words — *once*, *hop*, *said*, *stop*, *window*, *shook*, *tail*, *flew*.

7. Little Boy Blue, come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
Where's the boy that looks after the sheep?
He's under the hay-stack, fast asleep.
Will you wake him?
No, not I,
For if I do, he'll be sure to cry. — *Primer*, page 81.

little	Page	4	cow	Page	70
boy		4	corn		84
blue		44	where		60
come		23	that		46
blow		60	look(s)		11
your		34	he		33
horn		84	hay		80
the		11	fast		58
in		10	asleep		64

will	Page 26	if	Page 96
you	1	I	1
him	46	do	2
no	19	be	32
not	6	to	7
for	40		

Other words — *sheep, meadow, after, under, wake, sure, cry.*

8.

Blow, wind, blow,
And go, mill, go!
That the miller may grind his corn;
That the baker may take it,
And into rolls make it,
And send us some hot in the morn. — *Primer*, page 47.

blow	Page 60	take	Page 28
wind	56	it	11
and	11	roll(s)	29
go	37	make	61
that	46	us	23
may	36	in	10
his	57	some	28
corn	84		

Other words — *mill, miller, grind, send, hot, morn.*

9.

One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A good fat hen. — *Primer*, page 41.

one	Page	27	six		41
two		27	up		11
my		17	seven		41
three		27	eight		41
four		31	nine		41
shut		58	ten		41
the		11	good		10
door		97	hen		39
five		31			

Other words — *shoe, pick, sticks, them, fat.*

10. I love little Pussy,
Her coat is so warm.
And if I don't hurt her,
She'll do me no harm.

I'll sit by her side,
And give her some food,
And Pussy will love me
Because I am good. — *Primer*, page 35.

I	Page	1	do	Page	2
love		15	me		6
little		4	no		19
her		48	by		26
is		11	give		57
so		32	some		28
and		11	will		26
if		96	am		4
she		64	good		26

Other words — *pussy, coat, warm, hurt, harm, sit, side, food, because.*

Fourteen other rhymes adapted to dramatization, which may be played as games, and which contain many of the words common to this and other primers, are:

Pat-a-cake — page 47.
There were two black birds — page 77.
Willie boy, Willie boy — page 81.

Rub-a-dub-dub, Three men in a tub — page 93.
Jack and Jill.
Baa, Baa, Black Sheep.
Little Bo-Peep.
See-saw, see-saw, Here we go up and down.
Hickory, Dickory, Dock.
Little Miss Muffet.
Hot Cross Buns.
Little Jack Horner.
Mistress Mary.
Ring a Round a Rosy.

For convenience in locating words, the entire vocabulary of the *Kendall Primer* (242 drill words and 61 sight words) is given here by letters according to the page orders. The sight words are printed in italics as in the vocabulary on page 114 of the *Primer*.

am 4
a 6
and 11
apple 19
at 27
all 28
are 30
as 46
asleep 64
again 69
any 105
away 107

Bob 1
Betty 1
bow-bow 3
boy 4
bird 10
baby 15
ball 16
big 23
box 23
bees 23
buzz 23
bright 24
-by 26
be 32
balloon 36
black 39
blue 44
blow 60
bubbles 60
bed 65
Bess 70
barn 83
bring 85
boat 88
birthday 91
but 95
buy 95
basket 100
book 103

blackboard 103
board 106

cat 7
can 15
come 23
calls 24
cluck 39
chicks 40
count 58
cow 70
children 84
corn 84
cents 90
cooky 92
city 94
clothes 95
Christmas 97
chalk 106

do 2
dog 6
did 20
doll 48
drum 62
down 73
drop 78
door 97
duster 99

eggs 39
eight 41
eyes 58

find 2
family 15
father 15
funny 15
friend 16
fly 25
four 31
five 31
from 31

for 40
flag 52
flowers 54
feel 56
fine 58
fast 58
fife 62
far 83
football 94

girl 4
good 10
get 11
gave 17
guess 19
grandmother 26
good- 26
good-by 26
green 28
glad 32
go 37
give 57
game 58
gun 62
Gray 83

how 4
have 19
hear 24
horse 28
hive 31
Hello 32
he 33
hen 39
house 39
here 40
him 46
her 48

hurrah 52
his 57
has 57
hands 57
hide-and-seek 58
hat 68
hit 68
hole 72
home 72
hold 73
high 74
handkerchief 78
hay 80
help 80
horn 84

I 1
in 10
is 11
it 11
Indians 43
if 96

John 16
jump 17
Jean 34
just 46

knit 26
keep 48
know 67
king 85
kick 94

like 2
little 4
look 11
love 15

lazy 24
live 44
let 46
left 52
learned 84
last 103

meow 3
me 6
morning 10
mother 15
my 17
man 28
may 36
made 43
march 52
monkey 57
make 61
must 78
moon 86
more 94
merry 103
mouth 106

not 6
no 19
now 26
nine 41
nest 44
new 48
name 48
nut 57
night 65

oh 15
one 27
our 34
on 39

old 44
open 59
or 84
oar 88
of 89
only 103

peek-a-boo 1
play 4
pretty 28
peep 40
pail 89
pin 92
paint 98

Rab 3
rabbit 17
red 19
run 23
roll 29
ring 78
round 79
rake 80
ride 83
rope 90
right 95
rub-a-dub 103
read 104

see 1
sweet 10
sing 10
sun 24
sky 24
sell 28
some 28
so 32
sit 39

shall	39	*Santa Claus*	103	tune	62	with	6
six	41	say	105	there	67	walk	15
seven	41	stand	106	*torn*	84	what	17
soldiers	52			thing	85	white	18
step	52	Tab	3	toy	90	will	26
shut	58	to	7	thank	90	*win*	27
such	61	tree	10	*thick*	92	want	28
sail	61	the	11	*thin*	92	we	43
sleep	64	too	17	those	94	*wigwam*	43
she	64	tell	23	table	98	was	46
shake	67	they	24	*thread*	99	wind	56
snow	68	two	27	teacher	104	where	60
squirrels	72	three	27	than	105	whistle	67
swing	74	take	28	*tracks*	107	word	84
school	84	then	29	their	108	were	96
stars	86	*ting-a-ling-ling*	32			when	99
seat	88	this	39	up	11	write	104
sea	89	ten	41	us	23		
sand	89	that	46	use	88	you	1
spade	89	try	46			yes	8
store	90	times	51	very	80	your	34
saw	91	think	57			years	91
shells	93						

Method of Using the Rhymes. — The very first morning of school introduce the subject of Mother Goose. Ask which of the rhymes the children know. If possible have some of the beautiful colored pictures which Prang and others publish. Repeat a number of the rhymes with the children in an attractive, lively way, making sure that the *exact wording* to be later used is given. This is important, so that when children have reached the stage of self-help in word getting, they will be under no misapprehension.

Continue such work systematically from day to day. Center attention as soon as may be on the particular rhymes which you

intend to use as basis for word-learning. Practice upon these until every child is rote perfect. Allow and expect dramatic rendering. Discourage a sing-song tone and slovenly enunciation. Above all do not bore the children. Keep the jingles as fresh as possible and see to it that learning them does not become a monotonous piece of routine.

The oral and written steps which may be taken with the rhymes are these:

ORAL

1. Teacher recites the rhyme.
2. Teacher and pupils recite.
3. Pupils recite individually.
4. Teacher asks questions to make sure that the meaning is understood:

What does nimble mean?

Why is it hard to jump over a candlestick? Is it because the candle is lighted?

5. Pupils dramatize.

Examples. —

Note. — Three varieties of dramatizing are here illustrated.

1. In "Little Boy Blue" the actors recite the rhyme.
2. In "Blow, Wind, Blow" a group act while others recite.
3. In "Hickory, Dickory, Dock" the whole class dramatizes and recites in unison.

LITTLE BOY BLUE

Boy Blue (if possible a child with a blue suit or dress) seats himself by a haystack. Beside him is his horn. Sheep and cow stand in distant corners. Two other children pass by.

First Child: Little Boy Blue, come blow your horn,
The sheep's in the meadow (sheep moves about),
The cow's in the corn (cow moves about).

Second Child: Where's the boy that looks after the sheep?
First Child: He's under the haystack fast asleep.
Second Child: Will you wake him?
First Child: No, not I,
For if I do he'll be sure to cry.

Second child picks up the horn and blows it. Boy Blue starts, opens his eyes and rubs them, then runs to the sheep and cow and drives them away.

Blow, Wind, Blow

A realistic windmill may be made by two or four children with arms outstretched. They may make the windmill revolve as the rhyme is recited.

Hickory, Dickory, Dock!

All the children crouch upon the floor by their seats. They recite:

Hickory, Dickory, Dock!
The mouse ran up (all rise to their feet) the clock;
The clock struck one (all clap loudly once);
The mouse ran down (return to crouching position);
Hickory, Dickory, Dock!

Encourage original rendering of these rhymes by the children.

Written

1. Teacher writes rhyme upon the blackboard. (See page 9 for discussion of the relative advantages of script and print.) If possible she should have it printed on cardboard so as to keep it permanently before the class. Make letters large enough to be seen across the room — at least one inch in height.
2. Pupils read the rhyme as teacher points; also as she writes it word by word.
3. Pupils read the rhyme as they themselves point.
4. Recognition of words in the rhyme.

Do not try to go very far in the word recognition for some little time. Teach one or two words in the first rhyme studied. Then

go to another rhyme. Let children read again and again, and point to entire lines which they know. Word recognition is the most difficult step, and time will be saved by waiting until the class is ready for it. But because it is the most important step as well as the most difficult, devote much time to it after the first month, using especially the *Fifth Step* below, which leads directly to book work. *Use good judgment and you will have good results.*

First Step: Teacher writes a word and tells what it is, asking children to find it in a given line.

Second Step: Teacher writes a word. A child tells what it is. Another child finds it in the rhyme.

Third Step: Children underline or point to words in the rhyme as teacher names them.

Fourth Step: Children recognize words and groups of words when written on the blackboard or when cards containing them are held up.

Fifth Step: Teacher writes and children read parts of the rhyme and sentences based upon it.

Example. —

This tells who went away.
Pussy cat.
This asks Pussy cat a question.
Pussy cat, Pussy cat,
Where have you been?
This is Pussy cat's answer.
I've been to London.
This tells why she went.
To look at the queen.
This asks Pussy cat another question.
Pussy cat, Pussy cat,
What did you there?
This tells what Pussy cat said she did.
I frightened a little mouse.

This tells where the little mouse was.
Under the chair.
This tells where Pussy cat went.
Pussy cat went to London.
This tells what Pussy cat did.
She frightened a little mouse.

When a number of such sentences have been written, the teacher may say:

Point to the Pussy cat's name.
Point to what Pussy cat said she did.
What tells where Pussy cat went?
What asks Pussy cat a question?

Do not speak of these steps to the children. They are for your own guidance. If you have them in mind, you will be better able to teach in a logical and successful manner. And *never* let yourself be bound by them. They will hinder you more than they will help you, if you follow them too strictly. Never be afraid to vary a lesson or to try something new. Above all do not try always to be the sole leader. Keep your mind alert to catch ideas from what the children say and do. Encourage them to make suggestions to you. Get fresh points of view from their work and difficulties. Remember that this Manual is only a full suggestive outline, and add your own originality and personal touch whenever you can. That is the way to make the children grow and to grow yourself in power and resource.

By means of the rhymes, and such games and drills as are described on pages 10 to 17, gradually build up a vocabulary. It is not important that a child should know all the words of the rhymes that he reads. Hence only those words should be presented for drill which form a part of his primer vocabulary, or are otherwise useful in his blackboard and game work. Even here discretion

should be used. Difficult words (such as *shall, did, just, only, are, again*) which do not present a concrete idea, and are not readily acquired through association, may well be postponed until there has been practice with words like *no, ball, five, you, jump,* and *blue.* And at any time a word which gives difficulty, either through wrong presentation or confusion for which the teacher is not to blame, should at once be dropped, because the time devoted to learning it will be put to better use if spent on other words which can be more quickly acquired.

Three Suggestive Rhyme Word Drills. — 1. Children have printed copies of a rhyme, or look at a blackboard copy. They tell which words they know. The teacher lists them and they are used for drill, children referring to the rhyme for help, if they cannot recall any of the words.

2. Hold up a word card or put a word on the blackboard. If it is not known, repeat a part of the rhyme in which it appears, as:

a. **said**

Teacher: He put in his thumb and pulled out a plum,
And —

b. **away**

Teacher: Rain, rain, go —

The child is then able to recall and repeat the word.

Such a device is especially helpful to slower children who need many concrete associations.

3. Put all known words from a given rhyme on the board. Tell children which rhyme you are using. Point to each word and ask children to give the part of the rhyme where it occurs.

Example.—

List of words from "Pussy Cat, Pussy Cat":

cat	mouse	under	little
what	did	have	see
you	where	there	chair

Teacher points to *cat.*
A child says, "Pussy Cat, Pussy Cat."
Teacher points to *under.*
A child says, "Under the chair."
Teacher points to *you.*
A child says, "What did you there?" (emphasizing *you*).

Give also blackboard lessons similar to those described on pages 17 and 18.

In from six to ten weeks the average class will have learned 50 to 75 words and be ready to take up the *Primer* for one lesson a day, while the afternoon reading period carries on the rhymes and blackboard work still further.

III. THE PRIMER

Before attempting to teach the lessons in the *Kendall Primer,* the teacher should read thoroughly the "General Suggestions on Teaching How to Read" to be found in the first part of this Manual. Mastery of the principles there set forth is essential to a correct teaching of the reading lessons as described in detail in the following pages.

Read also "A Word to the Teacher," to be found on page iii of the *Primer* itself. Then turn to the back of the book and study the Word List on pages 114–118. Notice its arrangement into *drill* and *sight* words. The words that occur again and again, or are common to many books, are there printed in Roman type, while the sight or occasional words appear in italics. This will aid in selecting the best words for study. Spend time only on the drill words unless for some special reason.

As soon as the groundwork outlined in the previous chapter (Pre-book Work) has been adequately covered, children are ready to take up the *Primer.*

Make a list first of all the words used in the *Primer* which are new. Use the vocabularies in the back of the *Primer* and on page 39 of the Manual for this list. It will include proper names and such sight words as

peek-a-boo	monkey	bow-wow	Indians
Santa Claus	balloon	meow	wigwam

which are of little general value or are easily learned from the context. It will also include a number of other words — just which ones depending on the rhymes and games you have used. Keep these words at hand and make sure each day that you have famil-

iarized the children with the new ones which they need in order to read the lesson you have planned. For the first page they are:

Bob
Betty
and the sight word, peek-a-boo.

Commence the book work in some such way as the following:

The First Lesson from the Book

The children are first given the book and allowed to handle it and look at the pictures for five or ten minutes. They should not be hurried, but allowed to take all the time they wish.

As soon as the novelty of this fascinating pursuit has a little worn away, the teacher should discuss with the children the outside cover of the *Primer* and the way to treat a book. She should then go over with them the first pages, one at a time, showing the name on the title page, and where to look for the page numbers. The proper method of turning the leaves — noiselessly and handling only the edges — may also be spoken of at this time, though it will have to be mentioned often before it becomes a habit.

When the book has been thus introduced, the teacher may say, "Would you like to have me tell you a little about the stories in your new book? They are all about a boy and girl named Bob and Betty. Of course Bob is the boy and Betty is the girl. They are brother and sister. Look at the first page and you will see them saying 'Peek-a-boo' to each other over a wall. (Writes "Peek-a-boo" on the blackboard.) This is 'Peek-a-boo.' Can you see it on the first line? On the next page they are playing see-saw. See if you can find them again on some other page. (Children find several pictures and tell what Bob and Betty are doing in them.)

"Now I will show you how their names look. Can anyone tell

me what the first letter would be? Yes *b* (giving the sound, not the name). This is *Bob* (writing). It begins with a *B* and ends with a *b*. Can you find it anywhere on the first page? I can see it three times (children point and tell in which lines the word is found). *Betty* is on that page too. I can see it twice. It has five letters in it. If anyone can find it and show it to me, I will write it on the blackboard. (This is done. The children also try to find *Bob* and *Betty* on other pages.)

"Now look the book over as much as you like. When you have finished, take your letter boxes and make Bob's name three times, because it has three letters, and Betty's name five times, because it has five letters. When those are done, make some other words that you know."

In place of the second part of this desk work, the children may be asked to copy words from a board list or a card, or to make one of the rhymes. Better yet, they may be asked for suggestions as to what they would like to make when they have finished the assigned task; or encouraged to arrange some surprise for the teacher upon their desks. Astonishingly good results will come if the habit of independent work is fostered from the beginning.

The Second Lesson from the Book

Pages 1–3 — Flash Work. — Teacher places these words on the board one at a time:

I see	you	find
I like	Do you see	Bob
	Do you like	Betty

then erases each quickly and children name them.

Books are taken out and opened to page 1.

Teacher explains that the words *Bob* and *Betty* are not to be read when alone, but show who is to speak.

Teacher: Who knows what Bob said to Betty?

A Child: "Peek-a-boo!
I see you."

Teacher: Who knows what Betty said to Bob?

A Child: "I see you, Bob."

Teacher: Who knows what Bob said then?

A Child: "I see you, Betty."

Teacher: Who would like to be Bob now and say what he said? Who would like to be Betty?

[Two children are chosen. They stand by their seats.]

Teacher: Wouldn't Bob and Betty be looking at each other?

[The two children turn so as to face each other. They read the entire page. It is repeated by other children.]

Teacher: Now all the boys may be Bob and all the girls Betty. Don't speak too loud.

[Concert work follows.]

Teacher: Who could come up to the front of the room and play peek-a-boo for us? That chair is a wall.

[This is done.]

Teacher: Now turn over to the see-saw picture. The first line is a question. Fred, will you ask the question? Elizabeth, will you answer it?

Fred: "Do you see, Bob?"

Elizabeth: Yes, I do see Bob.

Teacher: The next line gives you something to do. What does it say, Caroline?

Caroline: "Find Bob."

Teacher: Who can find him? What is he doing?

[Continue to the bottom of the page.]

Teacher: Now look at page 3. These are Bob and Betty's pets. The dog's name is Rab. I will write it on the board. He says "bow-wow." I will write that under his name. The cat's name is Tab and she says "meow." I will write Tab's name over here and put "meow" under it. Who can point to "Rab," the dog's name? To "Tab," the cat's name? You see they are just alike except the beginning. Rab begins with *r* (giving sound, not letter name) and Tab begins with *t*. Now who can be Rab? Who can be Tab up in the tree?

[Reading of page 3 follows, repeated if time allows.]

Teacher: We will not read any more today. You may take out your envelopes of words and pick out as many as you can that are on these three pages. Try to find every one. When you have finished I will come and look at what you have on your desks.

Notice that in the type lesson just given, the first thing done was to review briefly the words needed in reading pages 1 to 3 — not the new ones, but those already familiar to the class.

It is fundamental to intelligent reading by the children that you teach new words when or before the page on which they first appear is reached. It is equally fundamental that they *review day by day the old words* which are to be used again.

Make out every day a list of the words needed. Give a short intensive drill on them, using flash cards, the blackboard, or the book itself. Take care, however, not to spend so much time in preparation that little is left for the actual reading. If possible, have many of the drills in the game time, or at any rate at a different period from the one assigned to reading.

Suggestions for varying the daily word drill may be found in Section I of this Manual, and in the notes which follow under pages 7, 10, 11, 12, and 14.

Suggestions for Teaching the Remaining Pages of the Kendall Primer

Pages 4–7 — *Bob, Betty, Rab, and Tab say, "How do you do?"*

Play the "How do you do?" game on the blackboard. Write:

How do you do, Mildred?

Donald, how do you do?

Let children answer to their names.

Page 4 — *Betty is Talking.*

Find out who is talking (line 3).

She is making a bow.

What has she in her arms?

Who will be Betty and say what she says?

Page 5 — *Bob is Talking.*

Who is talking (line 3)?

Who is with him?

Who will be Bob?

Page 6 — Who is this?

Find his name.

Find " I am dog Rab."

Find what Rab says when he barks (first and last lines).

Find a question. How do you know it is a question? How should we say it?

Page 7 — Who is this?

What does a cat say?

Look at it on the board. Then find it five times on page 7.

This is a " with " page. Find:

with Bob	with me
with Rab	another with me
with Betty	

Page 8 — 1. *Something to Do.*

Find Bob, Betty, Rab, and Tab, also their names, on preceding pages.

2. *Questions to Answer.*

3. *A Riddle.*

To be read by the teacher. Children have books open. After the riddle is guessed have concert reading.

Page 9 — 1. If " Pussy cat, Pussy cat " has been a basal rhyme, let children read it from the book. Enjoy with them the picture.

Let one child be Pussy cat and another the questioner. Point out the quotation marks which show when to speak and when to stop.

2. Read with the children the title " Words I Can Hear."

Teacher reads and children perform the act.

Page 10 — *A bird says, "Good morning" to Bob and Betty.*

Find "Good morning."

Find "Sweet, sweet, sweet."

Find "Sweet, sweet."

Find:

I am	Do you	How do you do
sing	in a tree	
me	little (three times)	

Page 11 — Blackboard drill on the following list:

good morning to you	look	sing
in the tree	it	sings
		get up

Let three children take the three parts with appropriate action.

Page 12 — *For Word Drill.*

Read the title with the children.

Call on twelve children to read the words across the page in threes.

Call on two to alternate on the first column, two others on the second column, and so on through the page.

Let others race up and down the lines, calling them ladders or stairs.

Play a Guessing Game: "I am thinking of a word with four letters." Children ask, "Is it *like?*", "Is it *with?*" until guessed.

Another Guessing Game: Think of the words as six columns of six, and indicate each time which six is meant. Begin, "I am thinking of a word —." Children guess as above. The child who guesses correctly gives out the next word.

Play Tug of War: A child chooses a column of words that he knows. He must prove that he knows every word by repeating them all correctly. Another child chooses another column and repeats it.

The two children stand facing each other. At a signal each begins repeating his words aloud as fast as he can. When finished he sits down. The child sitting down first wins the Tug of War. Repeat several times and on succeeding days as a review.

Desk Work: Build words with letters.

Page 13 — Read Note 2 under page 9.

Pages 14 and 15 — *The Family.*

Bob, Betty, Baby Sister, Father, and Mother.

Study picture.

Use

find love look walk

in blackboard sentences for children to read and answer, as:

Find Betty.
Find Father and Mother.
Can you see the baby walk?

Page 16 — *Bob's Friend John.*

Teacher: This is Bob's friend. (Writes "friend.")
Can you see the word?
This is "John."
Where does it say, "I am John"?
What does John say about himself?
What does he say to you?

Pages 17 and 18 — *Bob's Rabbit.*

Picture study. Bob is beside his rabbit. John is with him. On the other page is the rabbit in Bob's garden.

First the boys talk about the rabbit. Then the rabbit speaks.

Who can jump as quietly as a rabbit?

Desk Work: Children draw and cut rabbits from white paper. Give pattern to draw around, or put drawings on the board to copy. For a teacher who cannot draw, there are excellent black-

board stencils which may be bought for a few cents and which last indefinitely.

Page 19 — *A Guessing Game.*

Excellent for dramatic expression.

Repeat over and over again with different children.

Page 20 — A good review of familiar words.

Page 21 — Play " Tug of War " as on page 12.

Page 22 — *The Numbers to Five.*

Discuss and explain the riddle.

Read it two or three times.

Find the numbers.

Page 23 — *The Bees.*

A group of children are the bees.

Three others are Bob, Betty, and Mother.

Repeat.

Page 24 — *The Sun says, " Good Morning."*

Words for drill:

get up	call	sky
lazy	calls	bright

Page 25 — *The Apple Tree.*

Where is Bob? (Write " in the tree.")

What does he say to Betty?

What do you suppose she said?

Page 26 — *Betty Pretends.*

Children study the picture.

Teacher: Who is this?

Can you find, " Now I am Betty " ?

What is she playing?

This is " knit." How many times can you see it?

See Tab in the box.

Page 27 — *Betty Watches a Race.*

Dramatize.

Page 28 — *The Apple Man.*

Play this with two chairs for a cart and a boy for Rab. Repeat this and the preceding page several times.

Page 29 — *Tab and Betty Play with Baby.*

Page 32 — *Telephoning.*

If possible get a toy telephone from some child for this lesson. If not, put chairs at the front of the room and let different children stand behind them and pretend to telephone.

Page 34 — *Betty's Friend Jean.*

Jean tells about her cat, leading to

Page 35 — *I Love Little Pussy.*

Pages 36 and 37 — *Jean's Green Balloon.*

Mother and Betty are in the garden.

Jean brings up her balloon.

Read as a conversation.

What would Betty's mother say?

Pages 39 and 40 — *Hens and Chickens.*

What does Mrs. Hen say?

What do Bob and Betty say?

Pages 41 and 42 — *Two Number Rhymes.*

1. Read the lines in small type and let children read the numbers. Then let two children alternate the lines. Do not let any child miss the significance of the picture.

2. Ten children run up one by one, and then go away one by one, as the rhyme is read. Be sure to pronounce *Indians* with three syllables.

Desk Work: Make a picture of some part of these rhymes (large sheet).

Page 43 — *The Children Play Indian.*

Desk Work: Draw Indian pictures.

Construction Lesson: Choose a group of children to make an Indian village on the sand table. Show how to make a wigwam or give patterns which can be made with compasses by the older pupils. Children decorate for desk work. Fasten together with paste or a pin.

Page 45 — Reinforce the drill on *is* and *are* by blackboard work.

Page 46 — *Jumping.*

Stretch a rope across the front of the room. Let children practice jumping in the game period.

Desk Work: Draw a picture of the rhyme. Use the skeleton figure for Jack.

Pages 48 and 49 — *Jean's Playhouse.*

Study picture on page 49. Children name articles seen. Teacher lists them on the blackboard.

Page 48 — What does Betty say first to Jean? (Good morning.)

What does Jean say first to Betty? (How do you do?)

What have they to show each other?

What did Betty name her doll? Where does it say so?

Pages 52 and 53 — *Bob and John Watch a Procession.*

Read one line at a time. Make reading spirited. Teacher repeats the flag poems and the sentences about the colors two or three times. Children then join with her, " reading " the words from the book. The three should be learned by heart.

Game: Play "Soldier boy, soldier boy,
Where are you going? "

Construction Lesson: Make soldier hats from newspaper. Decorate with red, white, and blue streamers or rosettes.

Page 54 — *The Bee Game.*

What does Bob say to Betty?

What do the bees say?

Make the buzzing realistic.

Pages 55 and 56 — Let the children learn the beautiful poem by Christina Rossetti and the stanza on page 56.

Read to them Stevenson's "Windy Nights" and show how the lines portray galloping hoofs.

Nature Lesson: A lesson on the wind may accompany this work if the season is appropriate. Name some of the things Giant Wind can do: dry clothes, sail ships, turn windmills, cool the air. Little children are quick to feel the mystery of this great unseen force.

Phonetic Drill:

Teacher: *w* is the wind sound. Think of some words that begin with *w*. I will write *w* (giving sound) on the board, and put the word "wind" below. The other words that you name shall go under "wind" in a column.

Distinguish between *w* and *wh*. Many children do not appreciate the difference, and give *where*, *whistle*, and similar words as beginning with *w*. *Wh* is a breath sound, and *w* is the same sound voiced. Many people in certain parts of the country confuse the two.

Page 57 — *Visiting a Monkey.*

After reading once or twice let three children dramatize. The monkey should be behind a cage and imitate that animal's actions.

Choose a name for him.

Pages 58, 60–61, 62 — *Three Games.*

Make a tune for — Up in a balloon, Jean,
Sailing to the moon.

Copy this rhyme with the cardboard letters.

Pages 64–66 — *Going to Sleep.*

Let some girl bring a doll to school.

Children dramatize the sentence lessons and sing or recite "Rock-a-bye, baby."

Learn the poem on page 65.

Phonetic Drill: Draw attention to the rhyming words

night	bright	right
tight	light	might

List them on the board. Make other lists of words, already in the children's reading vocabulary, which rhyme.

Page 67 — *Shaking Hands with Rab.*

Pages 68 and 69 — *Bob and John Play in the Snow.*

Snow-ball Game: Children stand by their seats or in a circle. They pretend to make snow balls and pile them up; then throw them very hard at the snow man. Have music if only humming.

Page 70 — *Bob and Bess.*

How does Bob call Bess?

The last line is a question. Who can answer it?

Pages 72 and 73 — *Squirrels.*

Dramatize page 73. Have children for squirrels.

Play the singing game:

"Let us chase the squirrel
Up the hickory tree."

Desk Work: Draw squirrels from a picture, pattern, or blackboard drawing. Be sure to make bushy tails.

Nature Lesson: Squirrels and their nests. Have a real nest if possible, or take the class out to see one.

Pages 74–76 — *The Swing.*

Picture study. Who are in the swing? What are the boys doing?

Learn the Stevenson poem. See *Manual*, page 27, for suggestion.

Desk Work: Who can make a picture of children swinging "up in the air so blue"?

Pages 78 and 79 — *Drop the Handkerchief.*

Let children play drop the handkerchief. They should hold their books in their hands and read as they play. Or six children may be chosen to play the game as others read the sentences.

English Work: Make up a little blackboard play.

Pages 80–83 — *Making Hay.*

See page 42 under Pre-Book work for dramatization of "Little Boy Blue."

Pages 84 and 85 — *Another Guessing Game.*

Play this game with other sounds.

Pages 86 and 87 — *Moon and Stars.*

Sing the song on page 87.

Learn other poems about the moon and stars, such as:

1. The moon looks
   On many brooks;
   The brook can see no moon but this.

2. Lovely moon, lovely moon, sailing so high,
   Come to the children, down from the sky.

   Children dear, children dear, far down below,
   I send my moonlight, but I cannot go.

3. Lady Moon, Lady Moon, where are you roving?
   Over the sea.
   Lady Moon, Lady Moon, whom are you loving?
   All that love me.

4. DREAMING

   A little boy was dreaming
   Upon his nurse's lap,
   That the pins fell out of all the stars
   And the stars fell into his cap.

So when his dream was over,
What should that little boy do?
Why, he went and looked inside his cap,
And found it was not true.

5. Twinkle, twinkle, little star;
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

Pages 88 and 89 — *At the Seashore.*

Where does it say, "Do you see Betty in the boat?"

Is she in the boat?

Look over on the next page and see what she is doing.

Poem: Stevenson's "At the Seaside."

Desk Work: Cut out a pail and shovel for Betty to play with.

Page 90 — *At the Toy Store.*

Bob goes to buy Betty a birthday present.

What toy would you like to have?

Pages 91 and 92 — *Betty's Birthday.*

Mother lets her cook.

By this time the children should be ready for longer lessons. The remainder of the *Primer* provides for this by extending each story to several pages. The teacher now needs to tell less because the book tells more.

Study the pictures carefully before taking up the lessons with the class. They are an integral part of the stories. Instances of this are the purchases piled up in the car on page 96, Betty's Kewpie doll on pages 97 and 100, the material which John and Jean carry on page 97, and the ink tracks on page 107.

Pages 94–96 — *Riding to the City.*

Most children have had a similar experience.

Have a Kewpie doll brought to school. Ask a child to bring

it as a surprise, and show it when the lesson is read. It appears also in the next story.

English Lesson:

Teacher: What would you buy if you went shopping with your father and had ten cents to spend?

Pages 97–101 — *Making Things for Christmas.*

Dramatize this in three acts.

Talk with the children about presents which they have made.

Page 101 — A good poem to memorize. It is just long enough and the children like it. There are three other stanzas which may be found in Kate Douglas Wiggin's "Posy Ring" and elsewhere. The poem is anonymous.

Pages 102–103 — *Merry Christmas.*

Study the picture. Then let four children arrange themselves from it and read page 103.

This lesson is especially good for oral work. Children love to talk of their Christmas presents, past and future.

Blackboard Lesson: Make a list of all the toys in the picture.

Desk Work: Draw some of the toys on large sheets.

Pages 104–107 — *Playing School.*

The children use their new toys in playing school.

This is an excellent story for repeated work on dramatic expression.

Page 108 — The children are reading their alphabet book. Jean is writing her *a b c*'s.

Pages 109–113 — First teach the song on page 113. Then go over the long rhyme several times with the children, letting them tell what words they know. Then let twenty-six children stand around the sides of the room in a row and read the rhyme. Last

of all, when children know their *a b c*'s, let them sing the rhyme from the book. Tell them that they must not do this until

"Now I have learned my letters all;
Well I know them great and small,"

is true for them.

Desk Work: 1. Each child may choose a letter and draw a picture of its word.

2. Make the *a b c*'s with cardboard letters.

Review Work. — 1. After the children have once been through the *Kendall Primer*, their first reading book, they will enjoy re-reading it at their seats. Give a motive for this by asking each child to select for class reading a story that he likes. Choose one row for each day's work until you have been around the class.

2. Let the more intelligent and quicker children take a few of the backward ones, or those who have been out of school, and read with them the stories, as plays are read. Such group work may take place in a corner of the schoolroom, in the cloak-room, outside in the hall or on the stairs, even outdoors if the weather is suitable. If the teacher uses discretion in the choice of captains and the size of the groups, two benefits will result: first, valuable training for the assistant teachers, who are often bored by having too little to do, and who need responsibility; and second, needed help for the slower pupils, who sometimes gain more from a fellow of their own age than from the teacher herself.

IV. THE FIRST READER

Before attempting to teach the lessons in the *Kendall First Reader*, the teacher should read or re-read thoroughly the "General Suggestions on Teaching How to Read," to be found in the first part of this Manual. Mastery of the principles there set forth is essential to a correct teaching of the reading lessons as described in detail in the following pages.

Read also "A Word to the Teacher," to be found on page iii of the *First Reader*. Then turn to the back of the book and study the Word List on page 132. Notice its arrangement into *drill* and *sight* words as in the *Primer*.

Sixty-two of the sight words are those which have been learned through the phonetic work of Section VI, Part I. These are:

an, can, bat, mat, rat, sat, hat, cap, tap, bag, back, catch, bad
bell, well, fell, met, wet, leg, peck
mill, hill, bill, sit, wit, ring, wing, wish, tin, pig, pick, kiss, which
off, hot, hop, moth
cut, cup, bud, duck, much
came, same, bake, cake, wave, care
fire, wire, pile, while, shine, line, ripe, kite, wide, size
rope, hope, shone, close.

Put these words on word cards for review, use them in sentences, or give other drill, so that they will be quickly recognized when met in the *First Reader*.

Most children are not ready to take up a First Reader until one or more easy primers have been read, in addition to the basal work done with the *Kendall Primer*. Those supplementary books should be chosen which have about the same vocabu-

lary as the *Kendall Primer* and are of about equal difficulty. After they have been read, the children are ready to begin the *First Reader*. It is then advisable to have two distinct kinds of work.

The morning lesson, from the *First Reader*, should be given up to advanced new work. *Power* and *growth* should be the chief aim: reading just beyond the child's present ability the means. There should be a good deal of vocabulary drill, repetition, and silent study, so that the number of pages covered in one lesson can be but few.

In the afternoon, power should be subordinated to *facility*, or *practice;* the means being the use of interesting and very easy reading matter which contains few new words or involved sentences. Such reading matter should come from the blackboard and from other primers not yet read.

Carry on the morning *First Reader* lesson and the afternoon primer and blackboard lesson daily, so that in the morning the children may make a steady advance in vocabulary and ability to grasp difficult sentences, while in the afternoon they gain fluency through reading at sight many pages of easy matter.

Below are given detailed suggestions for using the *Kendall First Reader:* type lessons for pages 1, 21, 29, 42, 67 and 92; and possible correlations with other subjects and interests.

The necessity for daily word drill has already been mentioned several times, and needs no further discussion.

Pages 1 and 2 introducing Jean and John.

First Type Lesson:

Re-read the two lessons at the beginning of Section III for suggestions as to ways of introducing a new book to the children. Lose no opportunity to speak of the careful handling of a book and the proper way to open it and turn the leaves.

Teacher: Who were the children whom the *Primer* told about?
A Child: Bob and Betty.

Teacher: Were there any other children?

A Child: Yes, John and Jean.

Teacher: Look on page 1 and see if you can find the name of that little girl who is looking at books.

[Children find Jean.]

Teacher: Now look on page 2 and see who that boy is.

[Children find John's name.]

A Child: I see where it says "I am Jean's big brother."

Teacher: Yes, this book tells about John and Jean. They are the same children we read about in the *Primer*.

A Child: Does it tell about Bob and Betty too?

Teacher: Yes, but not very much because they have moved away. Look on page 7 and find out where they live now.

A Child: They have moved to Boston.

Teacher: What does the last sentence on page 7 say, Esther?

Esther: "Some day Bob and Betty will come to see John and Jean."

Teacher: Aren't you glad of that? Now let us turn back to page 1. What does Jean say first, Donald?

Donald: "Here I am with my book."

Teacher: Then she asks you a question. Who will read it?

A Child: "Do you know me, boys and girls?"

Teacher: What boys and girls does she mean?

A Child: She means us.

Continue reading a sentence at a time. Children study each before it is read. When the page is finished, one child takes the part of Jean and reads it all. Repeat.

Take up page 2 in a similar way. Lose no opportunity to make the story real.

Page 3 — *Some Things to Answer.*

Children read silently and answer aloud. Answer the last question by writing on the blackboard.

Then one child takes the part of teacher, goes to the front of the room, and asks the questions of anyone he pleases.

The Riddle: Read and explain. Talk the riddle over until children understand it.

Desk Work:

Teacher: Here is some writing paper. You may copy this picture of a nut and write the riddle below it.

A Riddle Book: Let children start a riddle book. Copy each riddle on a different sheet of paper. Other riddles are to be found on pages 9, 12, 17, 25, and 40. Make a case or book cover to hold the sheets.

Page 4 — *John's Dog Tyke.*

Where have you seen this little dog before? (On page 2.)

Find out what his color is.

What does it say about his eyes?

What trick does he know? Find the sentences that tell about it.

Did your father ever call you a "little tyke"?

Pages 5 and 6 — *Jean's Kitty.*

What color is she?

What is Jean giving her?

What is she dreaming about in the picture on page 6?

Desk Work: Cut out pictures of Tyke and Kitty. Shade them black, white, and gray with your pencils.

Page 7 — Find some names that you know. (Bob, Betty, Rab, Tab.) Do you remember who they are?

Desk Work: Make all the names there are on page 7 with your letters.

Pages 8–11 — *John's Toys. Jean's Toys.*

Boys take books to the blackboard, draw one of John's toys and write name beneath.

Girls do the same with Jean's toys.

Desk Work: Choose one of the toys. Draw a picture of it and copy what the book says about it below.

Arithmetic Lesson: Draw large pictures of the toys. Make price markers for each. Use in playing store.

Riddles on **pages 9 and 12** — See suggestion for a riddle book under the notes for page 3.

Send children to other classrooms to give their riddles. Send as many children as there are riddles copied. Each child is to read one.

Page 12 (end of prose) **and page 15** (end).

Let children play the letter game with other words. They may form little groups, or play in couples with near neighbors. Each child gets the letters for a word from his box of letters, and hands them to one of the others to make. Caution the children to get their own letters back: otherwise the boxes will be incomplete.

Pages 13 and 14 — *Playing Ball with Tyke. A Hoop.*

Find action words on these pages:

catch	take	get	see
roll	run	look	hear

Call them things to do. Ask children to act out one of the words before the class. The others guess what is meant, then hunt for it in the book. When guessed and found, it may be written on the board and pronounced.

Pages 16 and 17 — Picture Study: Is it warm? How do you know? What is baby doing? What do you suppose John is doing with Father while Mother and Jean are sewing?

Picture Study Game: Let children study picture for a short time. Then ask a child to come to the front of the room and name all the objects he can remember. Teacher writes each on the board as given. Repeat and see which child makes the best record.

Desk Work: Make a list of the things Jean uses when she sews, and draw a picture of each one.

The Riddle: See suggestions for riddle book under page 3.

Pages 18 and 19 — *The New Swing.*

Picture Study: What is there about the tree that shows it is autumn? What are those large flowers? Why are thy called sunflowers? (Because of their color and rays, and because they open toward the sun.)

Put two chairs side by side and dramatize the story.

Poem: What poem does this story remind us of? (Stevenson's "The Swing." See *Primer*, page 76.) Who wrote it? Repeat.

Page 20 — *Billy.*

Answer the three questions on this page.

Pages 21–24 — *Going Nutting.*

Second Type Lesson:

Class reads all through silently and studies the pictures. Books are then closed.

Teacher: Who can ask some questions about this story?

Marion: How many were hunting for nuts?

A Child: Four.

Marion: No.

Another Child: Five. The squirrel was hunting too.

Marion: Yes. I didn't say, "How many people." I said, "How many."

Robert: Do nuts grow on trees?

Teacher: That is a silly question. It isn't even worth an answer. Couldn't you ask a better question, Robert?

Robert: What does a squirrel do with nuts?

A Child: He puts them away for the winter. He has a hiding place near his winter house.

Henry: What did John and Jean use for to put nuts in?

Teacher: What did John and Jean use *to* put nuts in? Please ask the question again, Henry.

Henry: What did John and Jean use *to* put nuts in?

A Child: They used two bags.

Teacher: Shall we read the story now? Who is speaking?

A Child: Jean.

Teacher: Elizabeth, will you read page 21?

[Elizabeth reads the whole page.]

Teacher: Look at the last two lines, Elizabeth. Do you think Jean would speak to Billy just as you read it?

[Elizabeth repeats.]

Teacher: Marjory, how would you speak to Billy?

[Marjory and others try.]

Teacher: Now Elizabeth, you do it again.

[Elizabeth repeats again.]

Teacher: Didn't Elizabeth improve, children? Now we will turn over the page. Elizabeth, will you choose four children to take the parts?

[Elizabeth chooses and the story is read.]

Points to notice in this type lesson:

1. Training in getting content. Those who have not read thoughtfully are distinctly out of the first part of this lesson, because they are unable to answer the questions put by their classmates. This is a concrete disadvantage which all can appreciate.

2. The children were not told beforehand what form the lesson was to take. "Variety is the spice of life." So is unexpectedness.

3. The teacher corrects the children's English quietly and requires that the proper form be given by the child who made the mistake.

4. Elizabeth is asked to improve on her own reading. Fails. Is shown by others and given a chance to learn by imitation. She is then given a third opportunity.

5. Elizabeth is afterward picked out as an assistant teacher. This is not for a reward, but to take away any disturbed feeling she may have over her failure.

Page 25 — Add to the Riddle Book before suggested.

Make sure that children understand what a thorn is.

Desk Work: Draw a "funny picture" about this riddle. Put in yourself or some one you know.

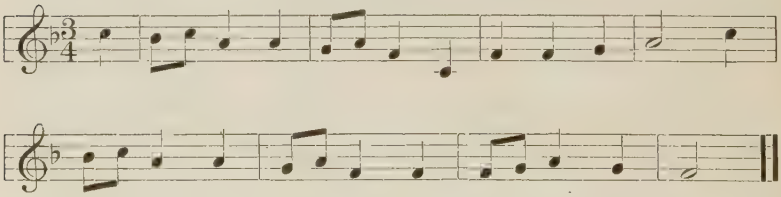
Pages 26 and 27 — *Birds Flying South.*

Correlate with a nature talk. Give children some real information about the emigration of birds. Chapman's *Bird Life* and other bird books have abundant material. A teacher should be glad to do this extra work not only for the good of her class but for her own information and pleasure.

Poem: "The Brown Birds:" Not suited for memory work. Let children read silently, asking words they do not know.

Teacher: Mildred's row may be the flowerets. Harold's row may be the bird voices. Gladys (choosing a good reader) may read the poem all except what the flowerets and birds say. You can tell when they speak by these marks (showing quotation marks on the board).

Repeat. When well known sing to the following tune:



"The Swallow:" Memorize this little poem by Christina G. Rossetti. Read it first with the class. Then ask four volunteers to come to the front of the room and read the poem, each taking one line. Suggest that they try to read it like one person. When they have finished, ask them to stand in a different order and read it again. Repeat this with four others. After a little, ask who can say the four lines alone without any book. Ask the others to follow the speaker in their books. Thus eye and ear are put into service in the memorizing.

Page 28 — *Bringing Apples to Mother.*

Read several times for good expression, asking different children to read as John, Jean, and Mother would speak. When finished ask the judgment of the class as to which group did the best.

Pages 29–31 — *The Sleeping Apple.*

Third Type Lesson:

Desk Work: (preceding recitation)

1. Silent reading of the story.
2. Children list on paper the names of those who speak.

Teacher: Who are the ones who speak in this story? As you tell me I will write them on the board.

[Little Girl, Sun, Bird, Wind.]

Helen, will you choose the parts?

Helen (consulting the board): I choose Marjory for the Little Girl, Harold for the Sun, Theodore for the Bird, and Edwin for the Wind.

Teacher: Who shall be the explainer? (or she may say, "Who shall be the book?")

Helen: Eleanor for the first two pages and Robert for the last page.

Teacher: I am glad you chose such good readers for the hard part.

[Eleanor and Robert read the story, the characters taking their parts when the time comes.]

Very little children can easily learn to read stories in this way. It is exceedingly valuable from the content side; and, because it makes the characters seem real, it makes for intelligent reading.

Pages 32–37 — *Autumn Leaves.*

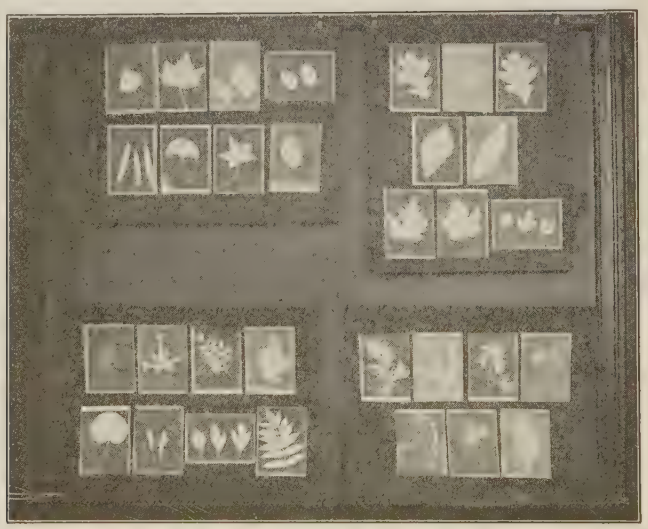
A story; a conversation; two poems to learn.

Re-read suggestions for learning poetry on page 26 of this Manual.

Nature Work: Make blue prints of leaves. Children first collect and press them. Print on regular blue print paper, using a 5 by 7 inch printing frame. Let children do this in couples or small groups. Print in the sun, soak in cold water, and press

until dry between *white* blotting papers. Mount leaves on cards like illustration; or upon separate sheets, one for each leaf.

Much valuable knowledge of trees and leaf forms will grow out of this work. The children will enjoy seeing how many leaves they can remember, and playing guessing games with the pictures.



Pages 38 and 39 — *John's Jack-o'-Lantern.*

Save this lesson for Hallowe'en. If possible give children the same experience that John had. Take out the pumpkin seeds, dry them on sheets of newspaper, and use for arithmetic counters.

If a genuine pumpkin is impossible, make some out of clay, or draw and color " Jacks " on large sheets of paper.

Read to the children the following verse:

Jack-o'-lantern, pumpkin head,
He is a fearful sight;
I am sure you'd be afraid
To meet him in the night.

By day he is a pumpkin,
But just you wait till night,
When out of eyes and nose and mouth
There shines a yellow light.

Page 40 — See riddle suggestions, under page 3 and page 12.

Pages 42 and 43 — *The Little Red Hen.*

Fourth Type Lesson:

Dramatize after the story has been read and studied. No books are to be used by actors. Encourage original dialogue and action.

Little Red Hen: (Scratches in the garden; finds wheat.) Who will plant this wheat?

[Animals are at one side.]

Cat: I will not.

Rat: I will not.

Pig: I will not.

Little Red Hen: I will then.

[Goes to garden and plants wheat.]

Little Red Hen (after a while): Now the wheat is ripe. Who will cut it?

Cat: I will not.

Rat: I will not.

Pig: I will not.

Little Red Hen: I will then. (Cuts wheat; takes it to the mill where it is ground; returns.)

Little Red Hen: Who will make the bread?

Cat: I will not.

Rat: I will not.

Pig: I will not.

Little Red Hen: I will then. (Makes bread and bakes it.)

Little Red Hen: Now, who will eat the bread?

Cat: Oh, I will.

Rat: Oh, I will.

Pig: Oh, I will.

Little Red Hen: I think not. I will eat it myself. (Eats bread; Cat, Rat, and Pig look unhappy and go slowly away.)

Suggest to the children that the Little Red Hen might call her chickens to help her eat the bread. This gives a chance for more actors, and makes Little Red Hen seem less selfish.

Pages 44–47 — *Thanksgiving Day.*

When does Thanksgiving Day come?

Notice Grandfather's house in the picture.

Do we have snow at Thanksgiving?

Learn the poem. Do not let children say "through the woods." At "Hurrah for the fun!" wave hands. The poem should not drag, but should be repeated briskly.

Pages 48–50 — *Billy Needs a Shoe.*

In preparation for this lesson, imagine to the children that you have been visiting a blacksmith's shop. Tell what you saw there:

blacksmith	bellows	hammer
fire	anvil	iron
sparks	forge	shoe

As you name the words, write them on the board. When you have finished, point to each and say, "What is this that I saw?" and let children tell you.

In reading the blacksmith story call attention to the words "cling, clang," as representing the ringing sound made by the hammer in pounding the shoe upon the anvil.

English Lesson: Make a blackboard list of other words which sound like what they mean — as, *buzz, cluck, rush, ding dong.*

Game: "The Blacksmith" from Walker and Jenks' *Songs and Games for the Little Ones.*

Excursion: Visit a blacksmith's shop.

Page 51 — *Little Jack Frost.*

Two poems to memorize. They pave the way for the winter lessons which follow. Review the suggestions about learning poetry on page 26 of the *Manual.* Ask children to make their

voices sound like what these poems mean. The second is especially good for dramatic rendering.

Pages 54–57 — *Bob's Letter.*

When do you like to have the postman come? (Christmas, Valentine's Day, Easter.)

Study the form of Bob's letter. Notice the heading and ending.

Draw an oblong on the board and address an envelope.

Pages 58 and 59 — *The Journey.*

The frontispiece goes with this lesson.

Teacher: There is a picture somewhere in this book which shows the children at the station. Who can find it first?

Pages 60–63 — *Playing in the Snow.*

These are real and very enjoyable experiences to the six-year-old.

The sliding story is splendid for dramatic expression. Let several groups of four read it at the front of the room.

Teach the following snow poems:

1. Hurrah for the jolly old winter,
   The king of the seasons is he;
   Though his breath is cold and icy,
   His heart is full of glee.
   He piles up the beautiful snowflakes
   On the apple trees bare and brown,
   And laughs when the north wind shakes them
   Like a shower of blossoms down.

2. WINTER JEWELS

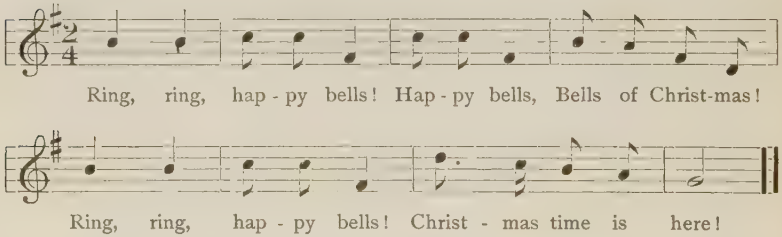
   A million little diamonds
   Twinkled on the trees;
   And all the little maidens said,
   "A jewel, if you please."

But while they held their hands outstretched
To catch the diamonds gay,
A million little sunbeams came
And stole them all away.

3. Also teach Frank Dempster Sherman's " The Snowbird."

Pages 64–66 — *Christmas Morning.*

Teacher: Would you like to know the rest of the song the children sang? I will sing it, and if you like it we will learn it together.



Review Santa Claus poem on page 101 of the *Primer*. Teach also some of those which follow:

1. Sing we all merrily;
Christmas is here,
The day that we love best
Of days in the year.

Bring forth the holly,
The box and the bay;
Deck out our cottage
For glad Christmas Day.

2. Heap on more wood! — the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still.

— Sir Walter Scott

3. A Birthday Gift

By Christina Rossetti

What can I give Him,
Poor as I am?
If I were a shepherd
I would bring a lamb,
If I were a wise man
I would do my part —
What can I give Him?
Give my heart.

4. God bless the master of this house,
The mistress also,
And all the little children
That round the table go,
And all your kin and kinsmen
That dwell both far and near;
I wish you a Merry Christmas
And a Happy New Year.

— Old Carol

5. At Christmas play and make good cheer,
For Christmas comes but once a year.

Page 67 — *Snowflakes.*

Not for memory work.

What does "Winter's wild white bees" mean?

Fifth Type Lesson:

Teacher: You may read the first stanza and ask me any words you do not know.

A Child: The second word in the second line.

Teacher: Through.

Another Child: The last word of all.

Teacher: It rhymes with "street" in the second line. What is it?

The Same Child: Feet.

The teacher should use judgment in telling words. A hard word should be told at once, but the children must be helped to self-dependence whenever possible. It is especially advisable not to tell easy words when the children are silently studying, though during a recitation it is better many times to give the word, rather than to help an individual at the expense of losing the interest of the class.

Require the children in reciting this poem to avoid pronouncing "our" like "are." Here is a good chance to drill on a common mistake.

Pages 68–69 — *A Game.*

Study picture for the atmosphere.

The children will enjoy playing this game with other letters.

Pages 70–78 — *Jean's Story,* "The Three Bears."

Read by sections. Have the conversational part read like "The Sleeping Apple," on page 29.

Page 80 — *Spring is Coming.*

To memorize. This is an old English May Song. It is full of word pictures and the joys of spring. See that the children appreciate and love it.

Pages 81 and 82 — *Some Stories and Poems.*

Ask the class which stories have been read so far and which poems they already know by heart.

NOTE. — From here on the story is less directly connected with John and Jean.

Page 83 — *Boats Sail on the Rivers.*

This is another memory poem which, like "Spring is Coming," is full of word pictures that children can appreciate.

The bridge that "overtops the trees" is of course the rainbow.

Page 84 — *The Bright Sun.*

Signs of spring. The sun is calling to flowers, moths, and birds. Let six children arrange themselves in a circle (facing outward) to represent the sun, and read two lines each.

Page 85 — *The Rain.*

One child may read while others make a gentle tapping sound on their desks with finger tips, to represent the rain.

Pages 86 and 87 — *The Wind.*

See suggestions under page 55 of the *Primer.*

The Poem: Teach the poem carefully. Be sure to have the words correctly learned. Recite the last two lines of each stanza in a monotonous even tone, and close without the falling inflection. This more nearly represents the wind sound.

Three children may come to the front of the room and recite one stanza each, while the rest of the class give the last two lines as suggested above.

Page 88 — *Pussy Willow.*

Have real pussy willows for this lesson. Compare them with the pictures on pages 84 and 85.

Page 89 — *The Plant.*

Be careful to make no pause at the end of the line after " voice " in stanza two and " wonderful " in stanza three.

Pages 90 and 91 — *The School Garden.*

If you have no school garden, explain to the children that many schools are able to plant them. Talk over home gardens also.

Pages 92–97 — *The Three Butterflies.*

Sixth Type Lesson:

Study silently. Then read, having one child the explainer, a row of children for the red tulips, another row for the white tulips, another for the yellow tulips, and single children for the three butterflies and the tree. Change the explainer for each of the five parts. If this is arranged at the beginning, the story can

go on without a word from the teacher except for the correction of mistakes. Talk over improvements at the close and then have another reading with different children.

Pages 98–101 — *The Goats in the Hayfield.*

Read like the preceding story; or for a change read in the ordinary way. No plan, however good, should be used every day without variation. Keep the good things fresh by not overusing them.

Tell other stories about small animals that were too much for larger animals: as

"The Lion and the Mouse," from Aesop.

"The Tar Baby," from Uncle Remus.

"The Three Billy Goats Gruff" is another good story to correlate with this one. There is a fine Victrola record of it which should delight all children.

Pages 102–104 — *An Automobile Ride.*

Picture Study:

Rolling country
Why plant on a slope? (more sun)
Tidy yard
Chance for outdoor play

Pages 106–109 — *The Market.*

See telephone suggestion under page 32 of the *Primer.*

How much is a peck?

Desk work: 1. Make a list of all the things you can buy which are mentioned in this story.

2. Keep this list, and tomorrow make sentences on paper using them. Make sentences which have a meaning. Underline the words taken from this list.

3. Draw pictures of four of them and write the name of each below. Divide your paper into four oblong frames. Let others guess what you have made.

Pages 110–113 — *The Wind and the Sun.*

Bring out the truth that gentleness is better than force.

Pages 114–119 — *The Gingerbread Boy.*

Get some fun out of this story.

It is what is called a "cumulative" tale, of which "The House that Jack Built" is a perfect example. Cumulative stories are especially good for the poorer readers.

Pages 120–122 — *The Crow and the Pitcher.*

Perseverance. Notice the rhyme at the close.

Desk Work: Copy the picture. Make the crow very black.

Pages 123–127 — *The Picnic in the Park.*

A school picnic. Notice Jean's dreams on page 127.

Pages 128–131 — *The Kind Old Oak.*

The lines

"The year's at the spring,
All's right with the world."

are taken from Browning's "Pippa Passes." Teach all eight lines if desired.

PIPPA'S SONG

By Robert Browning

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven —
All's right with the world!

Review Work. — 1. Read suggestions at the close of the *Primer* notes, Section III.

2. Let groups of children prepare stories as a surprise for the rest of the class. Encourage variety, as

Taking different parts
Reading in turn
Each reading a section continuously
Dramatizing
A captain to assign rôles
Each telling a part of the story

3. For desk work have the children look over *Contents* at the beginning of the book, and write their first and second choices of stories to read. Have these voted on; or let a committee of older children look over and tabulate the papers, reporting back to the voters or to the teacher. Then the story is first read which has the largest number of votes, and so on down. If time is limited, only the five most popular ones are used.

V. THE SECOND READER

Before attempting to teach the lessons in the *Kendall Second Reader,* the teacher should read or re-read thoroughly the "General Suggestions on Teaching How to Read," to be found in the first part of this *Manual.* Mastery of the principles there set forth is essential to a correct teaching of the reading lessons as described in the following pages.

Read also the introductory paragraphs of the *First Reader* notes of Section IV and "A Word to the Teacher" to be found on page iii of the *Second Reader* itself.

For the inexperienced teacher, it is a good idea also to look through the detailed suggestions of Sections III and IV and make note of any which can be applied to Second Grade work with the *Second Reader.* The seasonal suggestions in particular (for example, the one on pages 73–74 describing the making of leaf prints) are applicable to all the primary grades. Children enjoy nothing so much as repeating a pleasant experience; so that even if previous teachers have used these suggestions, it does no harm to review them.

Easy afternoon lessons for fluency should be carried on in Grade II. See discussion of this at the beginning of Section IV.

Some one has said that in the first school year children are *learning to read,* and thereafter they *read to learn.*

To a degree this is an actual fact. When children have reached the Second Grade they are still learning "how to read," but the first stages of word and phrase drills, and slow step-by-step acquirement of a vocabulary, are past. The purpose is now to use

the knowledge already gained, as well as to develop more adequate mastery of the mechanical tool.

The Second Grade teacher has therefore a two-fold aim: first, to continue practice on the formal side by means of phonetic work, concentrated study of difficult sentences, and enlarging the vocabulary; and second, to utilize past experience in such a way as to sustain the children's interest and increase their desire for further mastery.

In practice it is impossible to keep these two aims separated, but teachers should constantly bear in mind that they exist, and stress first one and then the other as need demands.

Ten of the ways by which children may be trained in *reading to learn* are these:

1. *Oral Reading* accompanied by questions from the teacher. Good but far too commonly used.

2. *Silent Reading.* Give a point to this by asking for something specific.

Examples. — Suggestion 2 for Desk Work under notes on *First Reader*, page 29; and suggestions for reviewing the *Primer* and *First Reader*, at the end of Sections III and IV.

3. *A Class Library.* Discussed on page 28.

4. *Dramatizing Stories.* To be managed by the children, but guided by the teacher.

5. *Group Work.* Discussed on page 84, note 2 under Review Work.

6. *Picture Study.* In connection with the text.

Example. — "The First Lesson from the Book," under the *Primer* notes, page 49.

7. *Oral Reproduction*, or *Telling the Story.* Should not be overused in connection with a book with which all are familiar.

Keep reproduction fresh for new stories that children will bring in if encouraged to do so.

8. *Written Reproduction.* Mainly class stories written on the blackboard, and sometimes copied on paper if not too long.

Long stories may be written in "shorthand" by the teacher.

Example of "shorthand." —

The rain — ——— — ———;
It falls — ——— — ——;
It rains — — ——— ——
— — — —— — —.

(*Second Reader*, page 62.)

Vary the lines according to the length of the words.

9. *Naming the Story.* After a story has been read, ask for a new name for it. This is a simple generalization which tests thought power and the ability to comprehend.

Example. — Desk-work note in this section under page 86.

10. *Reading by the Teacher.* The teacher should frequently be a "model" for her class, reading paragraphs and entire pages in her best manner. Imitation is one of the dominating instincts in every child, and he should be given a chance to imitate the best.

The children in this book are:
John and Mary Allan
David and Dorothy Kingman
Jack, and his brothers and sisters — Frank, Joe, Nellie, and Mary
Alice, and her brother and sisters — Kate, Ned, and Bess
The grown people are:
Mr. and Mrs. Allan
Uncle John and Aunt Mary, the Allan children's uncle and aunt
Mr. and Mrs. Kingman

Most of the story takes place in the house, barn, and ample grounds of the Allans' which are pictured on pages 1, 3, and 5. All of the children except David and Dorothy form a vacation group called "The Good Times Club" which meets every day until school begins in the fall and which has all kinds of adventures and experiences.

David and Dorothy are at the seashore, and letters go back and forth between them and the club. At last they come home and Part I closes with the "Good-by Party" which ends club activities for the season.

Part II contains general literature suitable for the Second Grade.

Detailed page by page notes and teaching suggestions follow for both parts of the reader. There are type lessons for pages 1, 6, 9, 12, 40, 53, 61, 138, and 158.

Introduce the book emphatically. Read in this connection the two type lessons at the beginning of Section III.

Do not forget also to list the unfamiliar words in each lesson and teach them before beginning to read. This may be done

from the blackboard
from word cards
by finding them on the pages of the book
by sounding them
and in various other ways.

First page. — *Little Things.*

This old poem is by Ebenezer Cobham Brewer. It carries the lesson of the importance of little things, including little people.

Ask the children to find certain lines:

Little deeds of kindness
Little drops of water
Thus the little minutes

Call their attention to the frequent repetition of the word "little."

What does humble mean? (Read "Humility" on page 180.)

What is an Eden?

Read the caution about pronouncing "our" like "are," under page 67 of the *First Reader* notes.

Let children learn the first stanza, or perhaps the first two.

Teach also "September" on page 136.

Pages 1–5 — *John and Mary's Home.*

First Type Lesson:

Teacher's aim: To introduce the characters of the book and excite interest in them.

Teacher: This book is about a family named Allan. There are a father and mother, and two children, John and Mary. Can you find John in the picture on page 1? What is he doing? What is Mary doing? What do you suppose she is saying to Mrs. Allan? You see all the family are at work.

(Discuss other features of the picture; also the pictures on pages 3 and 5.)

Teacher: Page 1 has a sentence about the yard. Who can find it? Who can find what pets John and Mary had?

Look on page 2 and find the names of John and Mary's friends. Would you like to begin now and read a little about these children?

A paragraph at a time is studied by the class and then read aloud. Discussion as above is carried along with the text.

Picture study in connection with the questions of the text. See picture-study game in the *First Reader* notes under page 16.

Blackboard Lesson: List in separate columns:

Things in the pictures on pages 1, 3, and 5

Animals mentioned in the text

Vegetables mentioned in the text

Things kept in the tool shed

Desk Work: 1. Which column of things do you know most

about? When you have decided that, draw some of them on paper.

2. Try to draw one of the pictures of John and Mary's house from your reader.

Pages 6–8 — *Why David and Dorothy Went to the Seashore.*

Second Type Lesson:

Teacher: What is the name of this story?

A Child: "Why David and Dorothy Went to the Seashore."

Teacher: Who are the people who speak? I will make a list on the board as you tell me.

(Children find that Mrs. Allan, John, Mary, the doctor, David, and Dorothy speak. A blackboard list is made.)

Teacher: Now we will read the story. Eleanor, will you be the book and choose different children to take the parts?

Eleanor (consulting the board): I choose Martha for Mrs. Allan, Henry for John, Mary for Mary because she has the same name, James for the doctor, Constance for Dorothy, and Peter for David.

Teacher: Now we are ready to begin. These marks (making quotation marks on the blackboard) will show you when to speak and when to stop. They are quotation marks. Eleanor should read whenever there are no quotation marks. All ready, Eleanor. You should begin.

Eleanor (reading): One spring afternoon Mrs. Allan was planting in her flower garden. It was just time . . . (continues through "They seemed very unhappy.")

Martha: "Why, children, what is it?"

Eleanor: she asked.

Mary: "Mother,"

Eleanor: said Mary.

Mary: "David and Dorothy have the measles. They are very sick."

Martha: "Are you sure? How do you know?"

Eleanor: asked Mrs. Allan.

Henry: "We stopped to ask . . . "

(And so on to the end.)

A similar lesson is given in Section IV under page 29.

Study and discuss the picture on page 7.

Pages 9–11 — *The Good Times Club.*

Third Type Lesson:

Word drill from the blackboard on:

vacation	lonely	threw	perhaps
sea	smile	weather	busy
seashore	smiling	only	helpful
many	neither	grown-up	picnic

Add such other words as are needed. Certain words like "somersault" are unusual or can be guessed from the context. It is therefore useless to drill on them.

Part I (*pages* 9 *and* 10)

Teacher: Billy, please look at the third paragraph on page 9, and tell us how John and Mary were feeling.

Billy (after reading to himself): They were feeling lonely because David and Dorothy had gone to the seashore.

Teacher: What do you suppose John and Mary did to keep from being lonely?

A Child: They had a club.

Teacher: What makes you think so?

The Same Child: Because the name of the next story is "The Good Times Club."

Teacher: Yes, they had a vacation club.

Pages 9 and 10 are then read like the preceding story, as described in the Second Type Lesson.

Part II (*page* 11)

Class reads silently.

Books are closed.

Questions by the teacher, such as:

Who named "The Good Times Club"?

At what hours did it meet?

What did John do? (Threw up his cap — turned three somersaults without stopping.)

What did Mary do? (Danced — shouted "Hurrah!")
What were some of the things Mrs. Allan suggested for the club to do?

Teacher: Well, some of you did not know very much about the story. How many could not answer any of my questions? Next time those people had better read to themselves a little more carefully.

Desk Work: Make a list of all the children in "The Good Times Club." Put each family in a different column.

Pages 12–14 — *The First Meeting.*
Fourth Type Lesson:

Teacher: What does "The First Meeting" mean? (Discussion of this.) Donald, please read the first paragraph. (Donald reads.) Who came to the meeting first? Leroy, will you read next? (Leroy reads the second paragraph.) What family came then, Edward? (Edward reads the third paragraph.)
Teacher: What did the children do, Helen?
Helen: "How the children laughed and shouted! How they all talked at once!"
Teacher: What did they want to see first, Harold?
(Harold reads the paragraph beginning "First of all.")
Teacher: What are some of the things they saw, Ethel?
Ethel: "They saw the house and the porch . . . " (to the end of the paragraph).
Teacher: What else, Paul?
Paul: "They found the swing, and tried it too. . . ." (to the end of the paragraph).

So on through the whole story.

Between-paragraph comments are valuable in sustaining interest. They should be brief, merely linking together in the children's minds the different points of the story or descriptive passage.

Pages 14–16 — *A Teeny-Tiny Story.*

Scream "Mouse! Mouse!" very loud. Use a weird tone for the whole story.

Repeat several times. Get expressions of opinion on the different renderings. Then let some child chosen by the class go to another room and read the story.

The entertaining of the other class should be the children's aim for repeating the story. Whatever the teacher's motive may be, she should not require children to read the same thing over and over without a motive which seems definite and concrete to them.

Pages 16–23 — *The Old Woman and Her Pig.*

This is easy reading for a Second Grade child, who will enjoy it for desk work. See note in Section IV under page 114 on the cumulative story.

A sixpence is English money — half of a shilling, or about 12 cents. It is a silver coin looking much like our American dime. Show one if possible.

A stile is a flight of steps like this to help people get over a fence. (See also the picture on page 17.)

Shadow Pictures: Notice the "shadow picture" on page 23. Do you know what these are sometimes called? (Silhouettes.) Make a shadow picture of some child against a curtain or the blackboard. Show shadow pictures with your hands if you know any (rabbit, donkey, duck).

Pages 24–29 — *Chicken Little.*

The teacher should study this story carefully and tell it to the children, taking pains to make no mistakes in details. If possible tell it some time before it is reached in the book, so as to give opportunity for repetition and for learning the animals' names from the blackboard.

The Play: The animals should stand at intervals about the room, the King last. A child drops the "pea," which may be any small object, on Chicken Little's head. The "thinking

caps" may be imaginary or made of paper. Study the picture on page 28 for costume ideas.

Pages 29–30 — *Bed in Summer.*

What hours did the club meet? (10 to 2.) Children should look it up on page 11 if they have forgotten. How many hours was that?

Learn the poem by heart. Get the wording exactly right. Note especially that there is no pause at the end of some lines: not

"I have to go to bed and see"

but

"I have to go to bed
And see the birds."

End with a rising inflection. Read the paragraphs about Stevenson beginning on page 29 of Section I.

Pages 31–32 — *The First Letter.*

Read or recall "Twinkle, Twinkle, Little Star" and the other moon and star poems in Section III, pages 61–62.

Read to the children the few lines in Longfellow's "Hiawatha's Childhood" about the firefly Wah-wah-tay-see. Let them learn it if they seem interested. It may be found in the *Kendall Fifth Reader.*

Music: Compose a little melody for Hiawatha's "Firefly Song." Let it be a class exercise.

The Letter: Who got the letter?

Who wrote it?

Do you know yet how Donald and Dorothy look?

How old are they? (Pages 1 and 2.)

Look on page 48 and see the starfish. We will read Dorothy's letter on that page now, if you wish, and find out about this queer sea-animal.

Pages 32–44 — *Some Bird Stories.*

The first page is the introduction. Encourage the children to tell similar anecdotes. Tell one or two yourself.

Do all birds eat worms and bugs? (No, many are seed-eaters.)

Now for Mrs. Allan's bird stories!

A Brave Little Mother.

Emphasize the bird's bravery and maternal feeling rather than the more obvious lesson that it is wrong to steal eggs, something which modern Nature Study has made uncommon.

Olive Thorne Miller is a lady who has written many bird books and stories. She has some fine bird books for children, among them are *The First Book of Birds, The Second Book of Birds, The Children's Book of Birds, True Bird Stories.*

A True Crow Story.

What other animals can find their way a long distance? (Cats and dogs.)

A True Pigeon Story.

What is a dovecot?

Why were the father and mother birds frightened?

Do not tell children that these birds reasoned. Psychologists tell us that no animal reasons, such instances as this being explained through instinct, imitation, or memory.

Written Reproduction:

Teacher: Read these three bird stories over silently. Choose your favorite. Then close your book and write it from memory.

The teacher should stand at the front of the room and write on the board *every word* that the children need to know.

The way to have correct spelling is never (if you can help it) to allow a child to guess at a word. Give him all the help you can. Remember how often you need to consult a dictionary and that you are the only dictionary your children know.

The Lark and the Farmer.

A fable which teaches the value of self-help.

Dramatize this fable. Have a circle of chairs, with a young

bird in each one, for the nest. Let one part of the room be the house where the farmer and his son liye. The mother bird should fly away each morning and fly back to the wheat field to reassure her babies. She and the babies must act like birds. After the little birds have flown away, the farmer and his son come with scythes to cut the wheat. They work until they find on the ground the little empty nest.

The Cuckoo.

Isn't this a good poem for a shy little four-year old girl to say?

Desk Work: Copy the poem. Put "The Cuckoo" at the top of the paper. Make the exact marks at the end of each line. Do not put in the quotation marks.

Who Stole the Bird's Nest.

Fifth Type Lesson:

Study silently first.

Teacher: Who is asking questions? Look at the picture on page 41 to find out. Who could choose the parts? Ethel, you may try. Be careful not to forget anything.

Ethel: I choose Janet for the bird, James for the cow, Edwin for the dog, George for the sheep, Christopher for the crow, Dorothy for the hen, Edith for Mary Green, and Catherine for Alice Neal. I will be the book.

Teacher: Shall we have the naughty boy?

Ethel: Thomas may be the boy.

Teacher: You have left out the bobolink and the dove. Don't you see where they speak? (Shows the places.)

Ethel: Amy may be the dove and Harold the bobolink.

Teacher: In the first stanza on page 44 all those who have no part may be the birds and read together what is in the quotation marks. The explainer should read the second line of this stanza.

Read and repeat with other children. This poem is very good for intensive work in expression.

What other poem that you know did Lydia Maria Child write? ("Over the River and through the Wood" in the *Kendall First Reader*, page 46.)

Pages 45–48 — *In the Garden.*

How much do you think those baskets hold? (A bushel.)

Arithmetic: Correlate with work in dry measure. Show quart and peck measures and measure real things, if only leaves or sand. Otherwise the lesson will be useless. Distinguish between

a quart	and	*a quart measure*
a peck	and	*a peck measure*

The Letter: When did the last letter from Summerside Beach come? (See page 31.) How many days ago was that?

Where is the mouth of a starfish? (In the center.)

Desk Work: Make a picture of a starfish from page 48.

Page 49 — *A Riddle that Alice Told.*

There is another riddle on page 61.

Why does a riddle make you laugh?

Recall some of the riddles in the *Kendall First Reader*. Send to another grade and borrow a book in which to look them up. Borrow the whole set, if not in use, and hunt up the riddles on pages 3, 9, 12, 17, 25, and 40.

Written Lesson: Copy your favorite one.

Page 50 — *Under the Tree.*

Read in a slow dreamy manner. Here is a chance to encourage love of the outdoors.

Pages 51–52 — *Clouds.*

For memory work. This poem is full of word pictures. The teacher should read over and over, and the children learn mainly by imitation. Do not let them learn it until they have heard and read it a number of times. Read note on "Bed in Summer," under page 30 of this section, about the endings of lines of poetry.

Frank Dempster Sherman, like Stevenson, wrote a child's garden of verses, but he called it "Little-Folk Lyrics." You will learn another of his poems from this book. ("Daisies," page

181.) In the front of it he says, "To little Dempster." Frank Dempster Sherman lived in New York City and died only a few years ago.

Pages 53 and 54 — *A Good Fat Hen.*

Sixth Type Lesson:

Read silently.

Teacher: Who knows how to play the game? No one? Then read page 54 over again. Try to think harder this time.

Now do you know how to play it? Perhaps we had better read page 53 before we play. Elmer's row and Robert's row (choosing ten children) may stand in a line up here and read it.

Repeat page 53 as much as necessary. Then play the game according to the rules on page 54. Let those children not playing have books open to page 53.

Pages 55–60 — *The Haymakers.*

Name all the children in the picture. Look on pages 1 and 10 if you have forgotten the names and ages.

The Letter: What is ox-o-mobile taken from?

Look on page 47 and see when the last letter came.

How many days ago?

Desk Work: 1. Write: Make hay while the sun shines.

2. Draw the picture that Donald and Dorothy sent (page 59). Color it as it should look.

Page 60 — *How Many?*

Two children alternate the lines, one reading the questions and the other the answers.

Page 61 — *A Great Rhyme.*

Seventh Type Lesson:

Let groups of five children read this in couplets, the last child reading the last four lines. Repeat to see which group or row can read the best. The whole class may read the last line in concert.

Compare with "If" at the bottom of page 70.

Page 62 — *Rain.*

Learn; study hard words; then write from memory. See which row makes the fewest mistakes.

Learn also "Singing" by Stevenson and this by Longfellow:

RAIN IN SUMMER

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

Pages 63–67 — *A Circus.*

What made the children think of playing circus?

Study a paragraph at a time and then read it aloud.

Desk Work: Let each child cut out a circus animal and color it. Paste the good ones across the top of the front blackboard to form a circus procession. Have wagons, clowns, and other paraphernalia. Continue this work through several days if there is sufficient interest. Children enjoy a big project so much more than little choppy pieces of work.

Pages 68–70 — *Earth, Air, Fire, and Water.*

Read about Mary's game. Then try to play it.

Pages 71–79 — *The Picnic.*

See that the children enjoy thoroughly this jolly story.

Why are ducks able to swim? (Because of their web-feet.)

Pages 80–81, 84, 85 — Poems to learn by heart. Read the suggestions for learning poems near the end of Section I. All three of these are well worth memorizing.

Notice the changed picture in the first two lines of "Where Go the Boats?" and let the voice suggest it.

What are "the horses of the sea?" (Waves.) Who has seen them?

Pages 82–83 — How many letters does this make from Summerside? (Four.) How many did David write? (Three, pages 31, 59, 82.) How many did Dorothy write? (One, page 47.)

How long ago did the last one come?

Look at the picture of a lighthouse on page 85.

The teacher may show others, and amplify David's explanation of what a lighthouse is for.

What is "Keep-houser" taken from?

Written Work: Pretend that you are Helen. Write the story of the time you lighted the lamp when your father was away. Tell whether you were afraid and what you thought about.

(In looking over the stories the teacher should see which children did not get the sequence of events, and which ones do not yet understand sentence structure. These two ideas can and should be given to second-year children, not of course by explanations but by practice and illustration.)

Pages 86–88 — *Off to the Farm.*

Have an explainer and a different child to take each part, as in the type lesson under page 6, "Why David and Dorothy went to the Seashore."

Desk Work: Copy Uncle John's story. Make up a good name for it. See if each child can think of a different one. Have four paragraphs just as the book does. Some child may like to draw the picture. In an ungraded school the illustrating may be done by older children.

Pages 88–91 — *On the Farm.*

What does "as slow as molasses in January" mean?

Desk Work: Paint an apple tree full of apples. On another paper paint John's basket.

Pages 92–98 — *John's Surprise.*

If possible try these activities or some variation of them.

The peanut brittle is exceptionally easy.

Let children give their own answers to the last line on page 98. Then tell them what you think.

Pages 99–104 — *The Birthday Party.*

Count up all the surprises.

Desk Work: Paint Mary's bowl of sweet peas mentioned on page 99. Look at the picture on page 101 for ideas. What would be a good color for the bowl?

Pages 105–136 — *The Good-By Party.*

Have this entire story studied by the children before it is read. Then talk it over with them to make sure that all understand it. Assign the parts of Alice and the two queens to three girls, and "The Woodmen and the Elf" to four boys, to be worked up according to the description in the book. All should be able to read the poems well. When, in the teacher's judgment, as much independent work has been done as will be profitable, take two or three periods to read the whole story. Repeat all or parts. Do not use any of the selections for memory work.

Who can explain Frank's riddle?

Be sure that everyone gets the comic side of "Queen Alice's Examination."

Invite children from higher classes to come in and teach the songs on pages 115 and 134 to the Second Grade.

Desk Work: Each child may write out his own copy of the program on page 114.

In some schools it may be possible to give the entire program of "The Good-by Party" to parents or to other classes. A better plan is to take the idea of the book and develop a different program along similar lines. Such a combination of imitative and creative work is very good for Second Grade children, who have not yet the background for complete originality.

Page 135 — *September.*

It has been suggested in a note under "Little Things" that

this poem be learned at the beginning of the year when the book is begun. It may be reviewed here.

Page 137 — *Some Things to Answer.*

Important as the introduction to Part II.

Page 138 — *Happy Thought.*

Eighth Type Lesson:

The Assignment:

Teacher: I want everyone to learn this poem and be able to write it on the blackboard from memory. Can you spell all of Robert Louis Stevenson's name?

The Lesson:

Teacher: Please close your books. Who can write the name of this poem? Henry may do it.

(Henry writes "Happy though.")

Teacher: What is the matter with that?

Elizabeth: "Thought" should begin with a capital.

Teacher: Yes, will you change it. (Teacher explains that the important words of a title always begin with capitals.) Is anything else the matter?

Philip: "Thought" isn't spelled right.

Teacher: Will you change that, Philip? Is there anything else? Then we will go on. Who can write the first two words of this poem? The next word? The next?

So on to the end. Mistakes are to be corrected by the children if possible, but the teacher should call attention to any error which has escaped them. Demand absolute accuracy and good writing. Erase and repeat the lesson if time allows.

Pages 139–140 — *The Months.*

To be read by twelve children standing in a line.

Are there any words you cannot pronounce or do not understand?

Who can write on the board the words in the first couplet that rhyme? The second? So on through.

Who can look at "January" and then write it on the board? "February?" So on through.

Page 140 — *Two Old Rhymes.*

Read each several times.

Pages 141–142 — *Why the Spruce Keeps Green.*

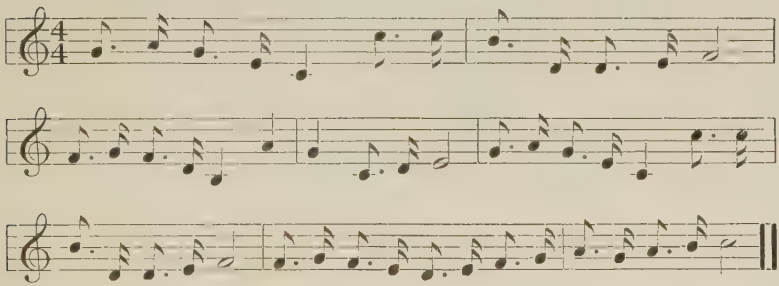
Have this read silently; books closed and the story retold.

Think of another name for this story.

Recall or read from another book "The Discontented Pine Tree" which tried glass leaves, gold leaves, and green leaves, but at last decided that "Pine needles are best for a little pine tree." The *Barnard Reader* mentioned on page 30 gives this story.

Pages 143–146 — *A Mother Goose Lesson.* Eight rhymes.

I. Make a motion song of this to the following tune:



For motions count out the king's money from one hand with the other, eat bread and honey, and hang out clothes. When the blackbird comes each child snips off his own nose.

IV. Say

Muffet	not	*Muffit*
tuffet	not	*tuffit.*

Who can draw a spider web on the board?

VI. Use to practice distinct enunciation.

Desk Work: Draw a funny picture of this.

VII. Say *crooked,* not *crookid.*

Pages 147–152 — *Animal Stories.*

Teacher: Do you remember the bird stories Mrs. Allan told the children? (Pages 32–39.) Here are two true animal stories for you to read. You may read both and then decide which one you prefer.

1. *A Wise Horse.* What does "graze" mean?

Why was the horse named Solomon?

Do you know the story of "King Solomon and the Bees"?

2. *Shep and His Helper.* Tell the children about Florence Nightingale's work in hospitals and among wounded soldiers. She was an English girl who devoted her life to "the lessening of human suffering." As a trained nurse and in army hospitals, she spent her days and nights in accomplishing this aim.

Pages 153–157 — *Over in the Meadow.*

Children read silently and list on paper any words they do not understand, as:

blinked	bask
burrowed	delve

Have these explained before the reading.

Recall "One little, two little, three little Indians" in the *Kendall Primer,* page 42.

Pages 158–161 — *The Magpie's Nest.*

Ninth Type Lesson.

First reading: *Teacher:* Who spoke first? What did she say? What did Mrs. Magpie answer? The words inside the curved lines explain what to do. When you play it, do not read them. (Reading continues thus.)

Second reading: Choose a child to read each part and one to read the directions. Have every word read including directions.

Third reading: *Teacher:* Now shall we act it? Charles, you may read the directions when we come to them, if the birds do not do what the book says.

Look at the queer picture of the birds on page 158.

Draw the lesson of impatience from the story.

Pages 161–163 — *My Shadow.*

Learn by heart. Get the exact wording. Do not say "*Indian* rubber ball."

What is an "arrant sleepy-head"?

Why was the shadow away? (Because it was "before the sun was up.")

Children are always interested in the mystery of the shadow and its changes.

Pages 163–169 — *The Small Red Hen.*

This is just a good story — with no chance for moralizing. Read briskly and with spirit.

Second Grade children, whose interests lie between Mother Goose and the fairy tale, are delighted with stories which personify animals.

Desk Work: Copy the rhyme on page 168.

Pages 170–175 — *The Apple Branch.*

A story emphasizing the value of the commonplace. Do not make the lesson too obvious.

Page 175 — *Wrens and Robins.*

Copy from the book. Study. Then write on the board as described in the Eighth Type Lesson, under page 138.

Pages 176–180 — *Barnyard Folk.*

Let a child assign the parts. Those chosen group themselves as much like the picture as possible and read. Last comes the farmer who feeds them all.

Page 180 — *Humility.*

Explain what humility or humbleness is. Were the Barnyard Folk humble? Learn this poem. It is mentioned in the notes on "Little Things" on the first page of this reader.

Page 181 — *Daisies.*

A beautiful conception. Memorize. See note on Frank Dempster Sherman under page 51.

Page 182 — *What is Red?*

Let six children read. Repeat with others. Read also as questions and answers. Do not memorize.

Pages 183–184 — *I Know a Little Maiden.*

There is another of Mary Mapes Dodge's poems on page 85. She was once editor of *Saint Nicholas.*

Pages 184–185 — *The Lamp Lighter.*

This poem has a good swing and is easy to learn.

What does "It's time to take the window" mean?

Desk Work: Draw a picture of the little boy looking out of the window at the lamp lighter.

Pages 186–192 — *The Little Gray Pony.*

A dramatic poem. Let children choose parts and play it.

Page 192 — *Work.*

Learn this poem. Use it as a school motto.

What does "naught" mean?

Pages 193–199 — *How Jack March Went to the Dovecot.*

Another pigeon story.

What is a constable?

What does "faced the Board" mean?

Do you think the keeper of the Gardens was the pigeon thief?

Pages 200–201 — *Spring.*

Celia Thaxter has written many other children's poems. Some of them are:

"Piccola" (*Kendall Fourth Reader*).

"March."

"Wild Geese" (one stanza in *Kendall Third Reader*).

"Little Gustava."

"The Sandpiper" (*Kendall Sixth Reader*).

She is one of the best known poets for children.

Let six children each choose one stanza to learn. Have it repeated by them several times. You will then find that with a little more work all the children will be able to recite the whole.

Explain that the "powdery curls" are catkins covered with pollen.

Review Work: For this read suggestions at the end of Sections III and IV.

VI. PHONETICS

Phonetic Pointers

1. These words are used throughout Section VI with the following meanings:

Sound. A simple word element — *y, b, l, ng, tch, ee, oa, oy, aw.* See page 114 for complete list.

Word endings. Syllables like *ill, ilt, ish, ip, ig,* which come at the end of one-syllable words.

Sounding or *Blending* (used interchangeably). The combining of sounds and word endings to make words.

Flash cards. Cards containing the sounds, word endings, and phonetic words, which are used for quick drill.

See page 114 for description.

Type word. A word chosen to be associated with a given sound or word ending as an aid to learning it.

Examples:

Sounds	Word Endings
nest with *n*	*top* with *op*
wind with *w*	*catch* with *atch*
shoe with *sh*	*tent* with *ent*
car with *ar*	*ship* with *ip*
spool with *oo*	
swing with *sw*	

2. Call the sounds by their *sound* names (*ŭ* not *ū*, *t* not *tee*). This practice tends to fix them in the children's minds. It is also of value in the blending.

3. Sounds which resemble each other, or whose letters look

alike, should not be taught together, as *m* and *n*, *sh* and *ch*, *ar* and *or*, short *e* and short *i*.

4. Adopt the principle of *one sound first* for every letter or letter group.

Examples. —

The short vowel sounds only,
The *k* or hard sound of *c*,
The long sound of *oo*,

to be taught first. When these are fixed other sounds are taught for the same letters.

5. There are only five vowels beside *y*. Yet they are the most important letters. At least one of them occurs in every word. Train children to look for the vowel sound first as an aid to ready pronunciation.

6. While there are many sounds for each vowel, the short sound is the best to teach children. After it is taught the vowel should be referred to by its sound name. This is one of the aids to learning it.

7. Final *e* makes a vowel tell its name in words like *line, stripe, before, table, mule, choke, here*. Such words as *have, give*, and *bridge* are exceptions to the general rule. Page 151 gives a type lesson on teaching *final e*.

8. When two vowels come together, the sound is the name of the first one (*faith, tree, throat, each, pay, hoe, die, dye*). This rule has exceptions, but it is a workable one for children to use. It is presented on page 170 as it should be taught to children.

9. All consonant sounds are either prolonged (*m, l, sh*) or momentary (*t, g, ck*). The prolonged sounds are easier for children and are taught first in this manual.

10. All consonants are either sonants (voice consonants) or surds (breath consonants), and almost every sonant has a surd to match it, as the following parallel lists will show:

Sonants	Surds
b	p
d	t
g (hard)	k
v	f
z	s
j *or* dg	ch
th (hard)	th (soft)
w	wh
j (French)	sh

Avoid teaching these in pairs, or anything which will confuse the children by associating them.

11. It is meaningless to speak of a "word family" or a "family of words" — to say that *spring* belongs to the *ing* family and *red* to the *ed* family. Speak instead of "words which rhyme with *red* (using the type word which has been selected), or end in *ing*."

12. Avoid all diacritical marks in the teaching of phonetics. They have no place before a dictionary is used, and only confuse the learner by giving him a false picture of the word (bright — bright) which he must partially unlearn before he can recognize it again.

Phonetics

Just as children must know how to spell in order to write, so must they know phonetics in order to read. There are certain definite mechanical facts which every one needs to have in mind, whether consciously or not. For example, we know that in the words

cap	pin	hop
cape	pine	hope

the addition of final *e* changes the meaning. We know what the addition of final *s* does to a word, and can distinguish between

string	*and*	spring
run	*and*	ran
house	*and*	horse

We know the common vowel and consonant sounds, the diphthongs, the division of words into syllables, and the way to blend combinations of letters like *ng*, *th*, *ight*, and *ought*.

Such facts we have at command automatically; otherwise we could not read at all. The aim of phonetic teaching is to enable children to master thoroughly these facts, distinctions, and differences, for the reason that unless they become automatic (mere matters of rote) they will constantly hinder the getting of thought.

A bright child will "pick up" phonetics by deduction, comparison, analogy, and common sense. Experience has proved that the ordinary child will not get them without drill.

At first the phonetics should be connected only partially with the reading work. It is a mistake to have the phonetic lesson and the reading lesson together if it can possibly be avoided. Phonetics is the tool, while reading is thought-getting or the use of the tool. The teacher should give phonetic drill separately. Then little by little she will see the results appear in the reading work.

Phonetic drill should be short, intense, and pleasant. Try always to avoid monotony and to keep up the interest by varied devices and games. Know what facts you wish to teach and how to teach them. Remember that all phonetic teaching is but a means to an end — to develop in the children phonetic power, so that they may as early as possible acquire the ability to find new words for themselves.

This ability to find new words is the chief aim of phonetic work, because only by it is a child able to assist himself in reading new material. Minor aims are:

1. Enlarging the vocabulary.
2. Training of the ear.
3. Correction of speech defects.
4. Development of a pleasing speaking voice.
5. Correct pronunciation of commonly-miscalled words.

Every one of these aims should be kept in mind. But it should also be remembered that the acquiring of phonetic power is foremost, and a teacher should do everything possible to further this end, never forgetting that after all phonetics is a formal subject, useful only as a means, and never to be regarded as anything more than the *best means* to a greatly desired end.

The phonetic work in this section of the *Manual* is based on the vocabulary of the *Kendall Readers*. But it is only one of the many ways in which the mechanics of reading may be taught. Each teacher should study her own problem. Foreign-speaking children may need extra or different drill at certain points. Extremely intelligent, advanced children will certainly need less.

The work is carefully arranged in logical order. Go through it in sequence, teaching each step thoroughly as it is reached.

Do not hurry. Review often. Remember that phonetic facts are the tools of reading, just as the addition combinations and the multiplication tables are the tools of number; and that tools are of no value unless well sharpened for use.

The work is divided into four parts. Roughly speaking each part covers a half-year's work. No effort, however, should be made to hold back a class which is ready to go ahead, or to push a slow group in order to reach a certain page by February or June. A person learning shorthand, piano playing, the grammar of a foreign language, the multiplication tables, or any other set task in which each new step is based upon others already learned, does not go ahead just so far every week or every month. He takes the new step only when previous ones are mastered, and if he must advance according to any other plan, his work suffers and his interest flags. So in phonetics, each class must learn at its own rate. Do not hurry and do not dally. Keep steadily on in a thorough way at the pace which *your* class requires. *Remember that half the work well learned will be of more value to the children than all the work half learned.*

NOTE. — Study of Robbin's little book on phonetics (price 20 cents), which is described on page 30, in the book list at the end of Section I, is recommended for the inexperienced teacher. She should read also any other reading manual she may have at hand, in order to broaden her knowledge of this important part of learning how to read.

Use of Print or Script. — Read the paragraphs on page 9. You are advised to use only print for the first half-year's work in phonetics. Later use print or script interchangeably, without saying much to the children about it. They will learn the two as easily as one. Use your own judgment as to the best time to begin the script. It depends somewhat on whether you used only print in the pre-book reading lessons from the blackboard.

When to Begin Phonetic Work. — Do not begin phonetic work too soon. Give the children a little time first to get accustomed to school and its requirements. Meanwhile give five or ten minutes of preliminary ear-training every day.

Examples. —

1. Asking questions which require an activity:

   Who can bring *s-i-x* splints?
   Who can bring *th-r-ee* blocks?
   Who can *sh-ut* the *d-oor* of the *cl-oset?*
   Who can point to a *l-arge ch-air?*

2. Sounding words to see if the children can blend them:

   Who knows what color this is? *R-ed.*
   Who knows this color? *Gr-ee-n.*
   What word is this? *Pl-ease.*

3. Call one child to you. Whisper a word to him (*j-ump*) and ask him to whisper to you what it is. If he does not know, call another child. If he does know, let him give the word to the class (*j-ump*) and choose some one to pronounce it. The teacher must quickly correct all mistakes.

Other examples are on pages 9 and 13 of the *Kendall Primer* under the heading "Words I Can Hear."

Do not make these exercises long or tiresome. They must seem to the children pleasant games. Praise the attentive ones, but do not blame any child for lack of interest. Many children react slowly to anything new. They are not attentive to the word blending because they do not understand what it is all about. Give them a few days to wake up, instead of commanding the attention which they are not yet able to give.

Prepare thus for the formal phonetic work, which should begin gradually as each individual class seems ready, but seldom earlier than a month after the beginning of school.

Flash Cards. — Read the section about teacher-made cards, which begins on page 4. Then make sound cards, word ending cards, and word cards as suggested below.

1. There should be sound cards made for all the sounds taught in Section VI. These are:

Part 1: *m, s, r, w, f, sh, n, h, t, a, ch, tch, c, k, ck, p, i, wh, d, l, u, v, th, y, o, b, g, e.*

Part 2: *st, fl, br, gl, sk, sc, scr, cr, sm, pr, bl, fr, sl, sp, cl, tr, gr, pl, sn, sw, dr, str, ar, ai, ay, ee, ea, ie, oe, oa, or, ow, ou, er, ir, ur, oo, ng.*

Part 3: *aw, au, x, j, dg, nk, qu, oy, oi, z, gn, kn, wr, ph.*

2. There should also be a pack of word ending cards for separate drill. The complete lists of word endings learned in Parts 1 and 2 are:

Part 1: *an, at, ip, in, it, ick, ap, and, ill, un, uff, ing, ub, ut, op, ock, og, ot, atch, ed, est, ell, en, ent, ish, et, ad, ud, id, od, am, us, up, ash, end, uck, um, ag, ack, ess.*

Part 2: *ar, or, er, ir, ur, ang, ung, all, old, ind, ight.*

3. Make also word cards for the early blending of Part 1. Page 122 gives the first words which the children are taught to blend.

The general name *flash cards* is given to the sound, word ending, and word cards because they are designed for quick drill

Use them freely all through the study of Part 1, and as suggested while studying Parts 2 and 3. Here, however, blackboard work in a measure supplants the use of flash cards, because the number of words blended is so great.

Blackboard Work in Phonetics. — At first flash cards are to be used for much of the word blending. But by the middle or end of Part 1, the blackboard should be used almost exclusively for the daily phonetic drill. Flash cards are still needed for the sounds, old and new, and for the word endings (as *ing*, *ub*, *ash*, *otch*, *ell*, *elt*). But for the word blending use the blackboard. Put ten to twenty, and later twenty to forty, words on the board daily. As a rule have them ready before the phonetic lesson begins. You will soon learn to print rapidly and can change the lists in a few minutes.

Print the words carefully in regular columns. Make the letters large and uniform. The words will be easier to read if you do not cramp the letters. Use a pointer to help children keep the place. If a list is long, space it:

mine	line
shine	vine
pine	nine
dine	whine

Choose a part of the board where the light is good for every one. If a child seems inattentive, make sure that he can see distinctly.

Vary the blending in many ways. Examples:

1. Put words on the board one by one. As each is sounded add another.

2. Excite the children's curiosity by commenting on what is to come:

The next word is a part of a knife. (Blade.)

This one is a garden tool. (Spade.)

The next is what you are in at school. (Grade.) Who knows what grade ours is?

3. Another day have only pronouncing, except for the child who is slow. Tell the children to sound to themselves and pronounce aloud.

4. Have the words erased one by one, as a part of the lesson. Say,

"Who can erase *bl-ack? Dr-op?*"

Or, simply pronouncing the word, say,

"Who can find *slide* and erase it?"

5. Let a child take your place in this, and in making up other simple exercises. Ask,

"Who has a new way to sound words today?"
"Can anyone think of a different way to study the words?"

You will get many good ideas from some of the "pupil teachers," and the class will be attentively interested in their doings.

Choice of Words for Blending. — Constantly connect each word with its meaning. The words chosen for blending have been selected after a careful study of many early reading books, and are those which your pupils are going to meet many times. No uncommon or unusual words have been retained merely for their phonetic value. Just as much skill and more practical benefit will result from drill on words actually in use by the children in their daily work.

For example: *huff* and *puff* are found in the commonly used story of "The Three Little Pigs," and are included in the *uff* words on page 135; while *luff*, though equally good for blend practice, is omitted because it is a nautical term which most children do not know and do not need to know: on page 189 *bar*, *barn*, and *bark* are given for blending, while *bard* and *barb* are omitted because unfamiliar and unusual.

The words of Part 3 are related still more closely to their meanings. Here there is not so much need for word lists con-

taining the same initial, vowel, or final sound. The children know their sounds now and have had practice in using each in a word hundreds of times. Advantage is taken of this fact to group many of the words according to their meanings, and you will find lists of

Mother Goose Words	Home Words
Indian Words	School Words
Eskimo Words	Names of Flowers
Things to Do	Names of Birds
Things Not to Do	

and many others, all strictly phonetic, and valuable for practice in blending. In these lists a central thought inspires each day's drill lesson; and to the formal word sounding and pronouncing is added an instructive and interesting drill on English words.

From first to last, every word in every list is intended to be useful for its practical as well as its phonetic value. Each teacher is therefore urged to omit any words or any list of words which seem to her unsuited to her class for any reason whatever.

The sequence of development here suggested is *only one of many good plans.* It has been worked out very carefully, and while based on the *Kendall Readers,* is so constructed that children who are well trained in it can read easily other readers of equal difficulty. For this reason, and to give sufficient practice, many of the words presented for drill are those which, while not found in the *Kendall Readers,* are in common use.

The phonetic material of Section VI, if conscientiously carried out, gives children power to find out new words. It also develops facility by giving much practice with every sound and word introduced. Especially in the first two sections will the same word be found again and again in different lists; while every sound and word ending is constantly repeated.

There is also a steady increase in difficulty. For example, at first outline pictures help the memory. Later these are dropped

and the printed symbol substituted. You have the sound of *a* connected with *apple*, *b* with *boy*, *c* with *cat*, and so on, each word being chosen from the *Kendall Primer* vocabulary or for its usefulness in reading other books. For every sound a type word is given. This the teacher is in the beginning to connect very closely with the sound, by the use of drawings, pronouncing the word with the initial sound emphasized, appropriate seat work, and in every other possible way. As soon as the sound is *perfectly learned*, such connection with the type word should be dropped, because the need for it is passed, though it furnishes a quick reminder whenever a sound is forgotten.

PART 1

For the First Half-Year. To be used with the *Kendall Primer*.

Work Covered. — 1. Twenty-eight sounds, with a type word for each one, to be taught in the order given:

Sound	Type Word	*Primer* Page Where it is First Found	Outline Picture
m	moon	86	
s	sun	24	
r	Rab	3	
w	wind	56	
f	father	15	
sh	shoe	—	
n	nest	44	
h	hen	39	
t	Tab	3	
a	apple	19	
ch, **tch**	chair	—	
c, **k**, **ck**	cat, kittens	7	
p	pail	89	
i	Indian	43	
wh	wheel	—	
d	doll	48	
l	ladder	—	

Sound	Type Word	*Primer* Page Where it is First Found	Outline Picture
u	umbrella	—	
v	valentine	—	
th	thimble	—	
y	yoke	—	
o	orange	—	
b	boy	4	
g	girl	4	
e	egg	39	

Notice that sounds which look or sound alike (*m-n, ch-wh-th, e-i*) are separated: also that the first seven sounds (*m, s, r, w, f, sh, n*) are prolonged, that is, they can be held for a long time, and so are easier for the first work than momentary sounds like *p* or *g*, which come later.

Do not change the order of teaching these sounds without a good reason. It has been carefully worked out, and if followed will give excellent results.

NOTE. — Teach also the consonant sounds of *j, qu, x, z, nk,* and *ng*, which have been saved for later work, if children have any need for them. *Do not teach any other vowel sounds.*

2. The following forty phonograms or word endings:

an	ed	ip	op	un
at	est	in	ock	uff
ap	ell	it	og	ub
and	en	ick	ot	ut
atch	ent	ill	od	ud
ad	et	ing		us
am	end	ish		up
ash	ess	id		uck
ag				um
ack				

They are to be taught in the following order. Type words are given for the first 26. Some of these may be used with outline pictures if desired. Suggestions are given later for both methods, in the notes and type lessons.

Word Ending	Type Word	Word Ending	Type Word
an	fan	ut	nut
at	hat	op	top
ip	ship	ock	rock
in	pin	og	dog
it	hit	ot	hot
ick	kick	atch	catch
ap	cap	ed	bed
and	hand	est	nest
ill	hill	ell	bell
un	sun	en	hen
uff	muff	ent	tent
ing	king	ish	fish
ub	tub	et	wet

ad, ud, id, od, am, us, up, ash, end, uck, um, ag, ack, ess.

3. Drill on all common one-syllable words which are made by combining these sounds and word endings.

4. Development of the rule for *final e* and drill on words containing it. (Page 151.)

This immediately adds hundreds of possible words to each child's reading vocabulary, and gives him a keen sense of mastery.

5. Drill on final *s*, final *ing*, and final *er*.

Preliminary Work for the Teacher to Do. — 1. Make flash cards for the 28 sounds and the 40 word endings, and arrange them in order. Use only printed forms, because these are what is needed for book work, though if desired written forms may be placed on the back side for occasional use. Bright children learn both with little difficulty, while slower children should have only print. Have the sound cards of a different size or shape

from the phonogram cards, if you do not wish to mix them. You can make the entire set in a short time. Cut several extra blank pieces of oak tag, so that you can quickly make duplicates of any cards which are lost, soiled, or torn. The first ones are likely to have quite hard usage and may need to be renewed.

Many classes will need blend cards also. Below are the first 152 words made by combining the above sounds and phonograms. This includes all words taken up as far as page 143 except proper names. Make as many of these as the class will probably need. Do not make too many at first. You can add to your supply later if necessary. Make the blend cards in the order given below:

fan, man, tan, ran, sat, hat, rat, mat, fat, ship, rip, chip, tip, hip, pin, fin, win, tin, chin, hit, pit, sit, kit, kick, sick, chick, tick, wick, cap, map, rap, tap, sap, chap, nap, can, pan, pat, cat, hand, sand, band, land, hill, mill, will, fill, kill, sun, fun, run, muff, cuff, huff, puff, king, sing, wing, ring, tub, cub, rub, nut, shut, cut, hut, top, hop, mop, shop, pop, chop, rock, lock, dock, sock, cock, dog, log, fog, hog, hot, dot, got, not, lot, cot, tot, shot, catch, match, thatch, hatch, patch, latch, bat, thin, buff, dip, whip, lip, bun, gun, thing, bed, red, shed, fed, led, nest, best, rest, west, chest, vest, lest, bell, tell, well, fell, shell, sell, hen, ten, men, when, den, pen, pick, thick, van, tent, sent, lent, went, bent, dent, fish, dish, wish, lap, bill, but, bit, wet, get, yet, let, net, met, set, pet.

2. Become perfectly familiar with the material you are to teach. Go over each day's work before teaching it, and read ahead to see what is coming so that you can have everything ready in time. Be sure that you are able to make each sound correctly. Do not make such mistakes as to pronounce *b* as *bu*, *spl* as *spul*, *that* as *tha* or *more* as *mower*. Have the general plan of the book constantly in mind.

Rate of Progress. — No time limit is to be set for the first phonetic work. Begin as soon as the children seem ready, and advance as they seem able to advance. Review every early step

quite often. But go steadily on through the pages at the rate which suits the slower children. If a small group seems to be holding the others back, divide the class and work with this group separately. If possible, however, keep the children together and give the work to all at once. Phonetics are not adapted to group work, and much time is lost by division.

Have some phonetic work *every day*. Two or three short periods are better than one long period. Vary each lesson a little. Keep the practice short and interesting. Stop when you lose the attention of the class, since further work at that time will do more harm than good. Go through all of Part 1, then go back and review all the word lists, paying special attention to the slower pupils.

Constantly try to connect phonetics with the daily work in reading. This idea comes to the children little by little and cannot be forced, though it may be judiciously hurried by calling their attention to an occasional word on the blackboard, as:

> You see this word (box) begins with *b*.
> Here are two words which rhyme — *glad* and *had*.
> *Ting-a-ling* has two *ings* in it. Can anyone find them?

Two Type Lessons in Phonetic Work

First Type Lesson. — Teaching the first sound (*m*). Several drawings are on the board, made by teacher or children.

Teacher (pointing to the first drawing): What is this?
A Child: Moon.

Teacher (pointing to the next drawing): What are these?

Another Child: Mittens.

Teacher: What are these animals?

Another Child: A monkey and a mouse.

Teacher: Every one may say *m-oon*, *m-ittens*, *m-onkey*, *m-ouse* (em phasizing the first sound). What sound do they all begin with?

A Child: m.

Teacher: I will write the name under each picture. (She pronounces each as she prints, emphasizing the initial sound *m*.) You may all read the names. (Children do so. Teacher shows flash card for *m*.) This is a picture of the *m*. All the words begin with *m*. Let us say it all together. (Children repeat several times.) Who can think of another word that begins so? I will write *m* here and we will make a list of all the words you can think of which begin with it. (Writes

m
moon
mittens
monkey
mouse.)

Children add other words. If they are backward, the teacher may ask a few leading questions:

Who takes care of you at home? (Mother.)
Who is sitting behind Jack? (Marian.)
What do you do when you go to live in a different house? (Move.)
Janet, whose dress are you wearing? (Mine.)

Later let children take their *Kendall Primers*, look over the vocabulary list at the back, and find words which begin with *m* or other sounds which will be taken up in the next few days. Such an exercise has three advantages:

1. It will help in word learning.
2. It gives another sort of drill on the sounds.
3. It suggests to the children the connection between phonetics and their other work in reading.

Second Type Lesson. — Teaching the second sound (*s*). Teacher draws a moon or asks a child to do so.

Teacher: How does *moon* begin?
A Child: *m.*
Teacher: Philip, what is the first sound in *moon?*
Philip: *m.*
Teacher: Everybody say it.
Class: *m.*
Teacher: What is this picture? (Draws a sun with yellow chalk.)
Children: Sun.
Teacher: How does it begin?
Children: *s.*
Teacher: Make a very long sound.
Children: *S-s-s-s.*
Teacher: Who can draw another picture of something which begins with *s?*
(Different children draw saw, Santa Claus, squirrel, or other picture.)
Teacher: Here is the picture of *s.* See how it swings around like a snake. It is very different from *m* (showing *m*). Snake begins with *s* too, so you can easily remember.

In these first two type lessons, the teacher is the leading spirit, doing most of the talking and giving most of the ideas. This is because phonetics is a new subject to the children. They have no background to draw from. Hence the best way to interest them is to give as many ideas as possible. Later type lessons have much less of the teacher in them and more of the class.

Continue similar work with *r*, *w*, *f*, *sh*, *n*, *h*, and *t*, making a total of nine consonants in all before the first vowel sound, *short a*, is taken up. The vowels are much harder to learn than the consonants, and it is better to have a little phonetic practice before beginning them. Here are a few suggestions for teaching each sound. The type words have been chosen mainly from the *Kendall Primer* vocabulary. They are generally something

which can easily be drawn on blackboard or paper, giving chance for much additional seat work. Teachers may change any type words in favor of one of those listed under each letter, or any others which may especially interest a particular class.

R. Type word: *Rab.* Ask children to guess what dog's name begins with *r.* What other animal? (Rabbit, reindeer, rooster.)
Say "R-ain. What poem of Stevenson's is about r-ain?"
("The rain is raining all around.")

W. Type word: *wind.*
What sound does the wind make?
Sound it three times.
Seatwork: Draw a picture showing what the wind can do.
Other words: *window, wall, wolf.*

F. Type word: *father.*
Other words: *fire, four, five, fairy, foot.*

SH. Type word: *shoe* in
"One, two,
Buckle my shoe,"
(page 41 of the *Primer*).
Other words: *shell, shield, sheep* in "Little Boy Blue."

N. Type word: *nest.*
Other words: *no, nut, nail.*

H. Type word: *hen.*
Others which can be made into pictures are *heart, holly, horn, hammer, hammock.*

T. Type word: *Tab.*
Other words: *telephone, tiger, tub, table, tent.*
Be careful not to sound *t, tu.*

Always speak of these nine sounds by their sound names. Do not call the *m* sound *em* or the *s* sound *ess.* If the children know these names, say that the sound names are of more help to us in getting new words.

Review every day all sounds already learned. Refer to the sections on word and phonogram drills in the first part of the *Manual* for ideas (pages 14–17). Use mainly the flash cards

for review. Have some concert work but more individual drill. When a child does not know a sound, follow one of these four methods:

1. Say, "Tell," and let the class give it.
2. Choose one child to be the "assistant," and pronounce what others need to know.
3. To save time the teacher may tell the sound.
4. Give the type word, saying:
   "What is the first sound in *sun?* In *Tab?* In *hen?*"
   "How does *moon* begin?"

If the type word for each sound is thoroughly fixed, the child has a pictorial or aural image to associate with the sound. A row of simple pictures at the top of a front blackboard, with the word and sound beneath each, will be a great help to slower wits. Since the pictures are only in outline, no teacher should be afraid to undertake them. They are not necessary, however, and one who feels incompetent may use the written or pronounced word with almost equally good results. After all it is the steady practice rather than any device, however helpful, which counts.

A. When the first nine consonants are well known and thoroughly reviewed, take the vowel sound of *short a.* Teach by the type word *apple.* Pronounce exaggeratedly, "A-apple," and ask the children to do so. Ask many times that day,

"What does a-apple begin with?"

Show the *a* flash card at the same time.

Get *short a* firmly fixed at once and children will have no further trouble.

Third Type Lesson. — First word blending. Material needed — a fan drawn on the blackboard and the nine consonant sound cards already learned on the chalk rail.

Teacher: What is this? (Pointing to the fan.)
Children: A fan.
(Teacher pronounces fan slowly, *f-an,* and writes the word below.)
Teacher: What is the first sound in *fan?*
Children: f.

Teacher: What comes after *f*?

A Child: *an.*

Teacher: Yes, *an* is the last part of f-an. Now I will cover up the ***f*** and what is left?

Children: *an.*

Teacher: If I write *an* here and put *apple* after it, what does it say, Frances?

Frances: An apple.

(Teacher does the same thing with other words.)

Teacher: Here is *an* on this card (shows flash card). Henry, will you hold it up? What does it say, children? Elizabeth, will you bring *f* from the cards on the chalk rail and hold it before *an.* Who knows what word the two cards make?

f	an

A Child: Fan.

Teacher: Elizabeth, please put the *f* down and bring *m.* Hold it before *an.* Now what word is made?

Frank: M-an.

Teacher: M-an is not a word. Does anyone know what the word is?

Henry (who is still holding *an* before the class): I do. It is *man.*

Teacher: Who sees another letter to put with *an* to make a word?

(Other children make *tan* and *ran.*)

At this stage the teacher should encourage whispered blending of the sounds and phonograms. Such whispering is not disorder. The children are only experimenting and should be allowed the assistance of ear and voice.

Blackboard Drill. —

man	an	an
tan	man	tan
an	an	fan
fan	fan	tan
ran		man
	an	
	ran	ran
		tan

Teach next *at*, as in Type Lesson Three, using the word *hat* and making a simple blackboard picture. Blend the words *sat, hat, rat, mat, fat.*

Blackboard Drill. —

sat	at	rat
at	hat	at
hat	mat	fat
	sat	
mat		hat
sat		sat

If children learn these words slowly, leave them on the board for a day or so. Usé also flash cards of

fan	sat
ran	hat
tan	fat
man	rat
	mat

for extra drill. Mix the two kinds together and practice until most of the children know them. Recite, "F-an, fan; s-at, sat." Call this "sounding."

Seat work: Make the *an* and *at* words with boxes of letters.

CH and **TCH.** Type word: *chair* from

"Pussy cat, Pussy cat,
Where have you been?"

Other words: *chicks, chimney, watch.*

C, K, and **CK.** Type words: *cat* and *kittens.*

Other words: *cat, comb, crack, key, Kewpie.*

P. Type word: *pail.*

Other words: *piano, pony, pump, pig* in

"This little pig went to market."

While teaching *ch, tch, c, k, ck,* and *p,* review constantly the sounds already taught and go over the blends of *an* and *at* many times.

I. Type word: *Indian.* Use any Indian picture at hand or draw a bow and arrow. Pronounce it "I-Indian," exaggerating the vowel sound. See note under *short a,* page 127, for device.

New Blend Work to be taught from the blackboard:

	ip	*in*	*it*	*ick*
Type words:	*ship*	*pin*	*hit*	*kick*

Teach one at a time by means of pictures, real objects, or by pronouncing the words and showing flash cards containing them.

Beside the type words, nineteen others may be made from *ip, in, it,* and *ick* with the sounds already learned:

ship	pin	hit	kick
rip	fin	pit	sick
chip	win	sit	chick
tip	tin	kit	tick
hip	chin		wick

Add these words to the pack of blend cards containing words ending in *an* and *at.* This will make 28 words which the children can blend from the six endings *an, at, ip, in, it, ick.* Besides, *an, at, in,* and *it* are words in themselves, which make in all 32 new words that have already been learned. Call the attention of the class to this. Ask them to use the words in sentences. Put the blend cards around the chalk rail and have them picked out and pronounced or sounded. Then put one on every desk and send a group of children to hunt for *ship, ran, sit* and so on. Have each one held before the class when found, and sounded or pronounced.

Blackboard Work for Review. —

in	it		ship
pin	sit	chick	rip
win	hit	kick	hip
chin	pit	sick	tip
tin	kit	tick	chip
fin			

in	in	it	it
chin	win	hit	pit
in	in	it	it
tin	pin	kit	sit
	in		
	fin		

New Blend Work. —

ap.

Type word: *cap.*

Draw a picture or get one of the boy's caps.

Blend the words

map	sap
rap	chap
tap	nap

Blend also *can, pan, pat, cat,* which can now be made from *an* and *at* with the new sounds *c* and *p.*

Add these four words and the seven *ap* words to the pack of blend cards. There will now be 39.

In drilling with these 39 words, make no effort to have the children memorize them. They should memorize the sounds and the word endings, but *blend* the words. Tell them any sounds or endings which they do not know. But try to have them find out the words themselves.

However do not badger those who cannot. Ask others to help them. Let them absorb the idea of the blend instead of trying to *drill it into* them. At this stage you should not require every child to do it.

Blackboard Work for Review. —

can	rap	chap	at	fat	an	tan
pan	tap	sap	cat	pat	man	ran
cat	cap	nap	hat	rat	can	pan
pat	map		mat		fan	

WH. Type word: *wheel.*
Other words: *whip, whistle.*

Teach children to distinguish between this sound and *w*, the wind sound. *Wh* is made by blowing. Speak of "blowing out a candle." Place the finger before the mouth and feel the breath in making *wh*. It is a breath, not a voice, sound; a surd, not a sonant. Sounding *wh* like *w* is a common mistake (as pronouncing *which* like *witch* or *where* like *wear*).

D. Type word: *doll.*
Other words: *dog, door, duck, daisy.*
Be careful of the pronunciation of this sound. It is *d* not *du*.

L. Type word: *ladder.*
Other words: *lion, lamp, lighthouse.*

Fourth Type Lesson. — More word blending.

	and	and	*ill*
Type words:	*hand*	and	*hill*

Several children go to the board and draw around their hands. When they have finished the teacher writes the word *hand* under each picture.

Teacher: What is this? (Holds up *an*. Children tell what it is.) What is this, Margaret? (Holds up *d*.)

Margaret: d.

Teacher: I will hold *d* after *an*. What does it make?

Margaret: an d.

Teacher: Say them faster and find out what word you get.

Margaret: an d, an d, and.

Teacher: Yes, *and*. Everybody say *and*. I will put it on the board. Here is the card which says *and*. (Shows flash card.) Say "Boys *and* girls come out to play" (emphasizing the *and*). Say "Jack *and* Jill." What is this? (Pointing to the word *hand* under a picture.)

Children: hand.

Teacher: When I cover up the first letter (does so) it leaves *and* just like this card. Do you see? Now I will cover up the *and* and leave *h*. Everybody say it.

Children: h.

Teacher: Now I will cover up the *h*. What is left?

Children: and.

(The teacher repeats this several times. It is a good device for children who do not readily get a conception of the blend.)

Teacher: Now I will write *and* four times over here. (Prints on the blackboard.) Before the first one I will put *h*. What does it say now, Mabel?

Mabel: hand.

Teacher: I will put *s* before the second one. What is that, Norman?

Norman: sand.

(Teacher continues with *b* and *l*.)

Teacher: Now we have four new words in a column $\left\{\begin{matrix}\text{hand}\\ \text{sand}\\ \text{band}\\ \text{land}\end{matrix}\right\}$. What do they all end with, Billy?

Billy: d.

Teacher {drawing a line thus: $\left\{\begin{matrix}\text{h}\,|\,\text{and}\\ \text{s}\,|\,\text{and}\\ \text{b}\,|\,\text{and}\\ \text{l}\,|\,\text{and}\end{matrix}\right\}$: Now what do they end with, Billy?

Billy: They all end with *and.*

Note. — Do not expect sentence answers in such work. A one-word answer saves time and you can require enough full sentences in other kinds of work to establish the habit.

(Teacher draws a hill on the board near *hand*. Just a slanting curved line is sufficient.)

Teacher: This is a hill. I will write the word below. Who knows what sound it begins with?

A Child: h.

Teacher: Is there another word which begins the same way?

Another Child: Yes, *hand.*

Teacher: If I cover up the *h* (does so), *ill* is left. What does *ill* mean?

A Child: It means sick.

Teacher: Yes. Everybody say, " Ill means sick."

(Children do so.)

Teacher (showing flash card *ill*): Here is the card. Say *ill* three times. (Children do so.) Now I will put here some words ending in *ill:* { mill, hill, will, fill, kill }. Who can find *hill* there?

(A child does so.) Who can find m-ill, f-ill, k-ill, w-ill? (Different children point.)

Teacher: Everybody say m-ill, mill, h-ill, hill, w-ill, will, f-ill, fill, k-ill, kill. (Points as she talks and waits after each word for children to repeat all together.)

Teacher: Donald's row may stand. You may each take one word and try to sound it alone as we did all together. When you have finished sit down. If anyone cannot do it, the whole class may tell him when I say "tell."

(Teacher continues this with the other rows, alternating the *ill* list with the *and* list. Then she makes a long column of words from the two lists mixed to see if the children can sound and pronounce them.)

For a slow child two new endings (*and* and *ill*) may be too much for one lesson. It is foolish to give so much work as to confuse the children. On the other hand pupils are often stimulated by a little difficulty and seem to do better at a hard task than an easy one. Each teacher must learn by experience what her class is able to do. This type lesson can easily be divided into two, three, or even four parts if necessary.

U. Type word: *umbrella.*

Find in Stevenson's "The Rain is Raining All Around."

Pronounce *u-umbrella.* Ask children to do so several times.

Show a real umbrella and draw the outline picture. Connect the *u* sound very closely with the type word.

New Blend Work. —

un, uff, and *ing.*

Type words: *sun, muff,* and *king.*

Recall *sun* as the type word for *s*. Draw a picture of a muff or have a real one. Teach *king* by putting a paper crown on one of the boys and asking the class what we call a man who wears a crown. Develop from these:

fun	cuff	sing	will
run	huff	wing	willing
	puff	ring	fill
			filling

Do not make blend cards for *willing* and *filling* unless you wish to.

V. Type word: *valentine.*
TH. Type word: *thimble.*
Y. Type word: *yoke,* or use the color *yellow.*

New Blend Work. —

ub and *ut.*

Type words: *tub* and *nut.*

Draw a tub and a nut on the board and write the words below. Show and drill on the flash cards.
Then develop the words

cub	shut
rub	cut
	hut

Put on the board:

Rub-a-dub-dub,
Three men in a tub.

See if children can read it. Call their attention to *ub* in *rub-a-dub-dub.*

O. Type word: *orange.*

Drill very carefully on all four vowels so far taught — *a, i, u,* and *o.* They are more difficult than the consonant sounds because so nearly alike. Connect closely in the children's minds with the type words *apple, Indian, umbrella,* and *orange.*

New Blend Work. —

op and *ock*.
Type words: *top* and *rock*.

Have the real objects at hand. Get two children to "have a secret" with you and let one bring a top and the other a rock to school. Hide these in their desks ready for use. Excite the rest of the class by speaking once or twice to these two children about the secret. When ready for the lesson, have each brought out separately. Teach the type words. Show flash cards for *op* and *ock*. Then develop the following from them:

hop	lock
mop	dock
shop	sock
pop	cock
chop	

Make blend cards for the nine new words. You now have 78 of these altogether. Divide, and drill on a part each day. Review also the sounds and word endings several times a week. The word endings will need more drill than the sounds. Connect each with its type word. When children do not know it, say, "What is the last part of *hand?*" If they still fail to find out, tell them or ask a member of the class to do so. Then ask the child who fails, to repeat "hand, and, h-and, and," doing the same with other words. Show him the two on the blackboard $\begin{pmatrix} \text{and} \\ \text{hand} \end{pmatrix}$ and let him hold the two flash cards *and* and *hand*. Get him to learn a few of the endings blindly, by memory, and he will soon be able to find others for himself. Do not be troubled if several children are slow to comprehend the blend. Keep on persistently with new and review work and one by one all will be able to participate. Once a child gets the idea, he can pick up words already studied through the daily reviews. After all,

it is the blending idea, rather than the blending of any particular words, which you are trying to give him.

B. Type word: *boy.*
Other words: *basket, baby, boat, Bob, Betty, bed, bud, ball.*
G. Type word: *girl.*
Other words: *garden, gun, green.*
Be sure to pronounce these *b* and *g*, not *bu* and *gu.*
Find in the rhyme "Boys and girls come out to play."
When children do not recognize *b* and *g*, ask

What are you? (boy)
What is Helen? (girl)

as a reminder.

Fifth Type Lesson. — More blending.

og, ot, and *atch.*
Type words: *dog, hot,* and *catch.*
Teacher: What is Rab?
Children: A dog.
Teacher: I will write it here. (Writes dog and shows *og* flash card.)
Who can find out these four new words: { log, fog, dog, hog }?
(Different children volunteer to sound each one.)
Teacher: Who can draw a picture of a bowl of hot soup with steam rising from it? I mean such a bowl as the Three Bears had.
(Several children try and the class decides which drawing is best. The others are erased and *hot* is written below the remaining one.)
Teacher: Here is *ot,* the last part of *hot.* (Shows flash card.) And here are many new words ending with *ot.* (Prints:

dot	lot	cot
got	hot	tot
not		shot)

Teacher: How much are 3 and 2 and 3? (Children tell.) Then how many *ot* words have we to sound?
Class: Eight.

Teacher: Who can give a sentence using n-ot? (Pointing to *not.*)

Harold: I was not late today.

Teacher (still pointing to *not*): Everybody say "n-ot, not" three times.

Class: N-ot, not; n-ot, not; n-ot, not.

Teacher: Who can use d-ot in a sentence? (Pointing to it.)

Miriam (going to the board and making a dot): I have made a dot on the board.

Teacher: That was fine, Miriam. I wonder how you happened to think of it. Who can use h-ot in a sentence and say something about the picture Ernest drew?

Herbert: That soup is too hot to eat.

(Teacher continues with the other *ot* words, repeating those which give trouble. Each is sounded by the class as *not* was after Harold's sentence above.)

Teacher: What do you do to a ball, Faith? (Holds her hands in a catching position.) Yes, catch. Here is the word *catch* and here is the *atch* card. You may all say the word and then the ending. (Children repeat "catch, atch, catch, atch" several times.)

Teacher: What is the last part of *catch?*

Children: atch.

Teacher: Do you all know it? Then I will write *atch* here on the board. Who can put *m* with *atch?*

John: M-atch, match.

Teacher: I will write *match* under *atch.* Who can put *th* with *atch?*

Marjory: Th-atch, thatch.

Teacher: Thatch is a kind of roof made from bushes. Who can put *p* with *atch?*

(Teacher continues with *h* and *l.* The list of *atch* words when finished will be:

match	patch
hatch	latch
catch	thatch

Blackboard Work for Review. — This includes the ten endings *at, in, and, op, uff, ip, un, og, ot, ing.*

Besides the review there are nine new words for blend cards:

bat	dip	bun
thin	whip	gun
buff	lip	thing

These can be blended from the endings with sounds which have been learned since they were taught, and one proper name *Nat.* Make blend cards for these if you desire; 105 words can now be blended.

at	in	and	top	muff
bat	pin	sand	chop	buff
pat	thin	land	pop	cuff
sat	fin	hand	mop	huff
fat	win	band	hop	puff
cat	chin		shop	
mat	tin			
hat				
rat				

ship	sun	log	hot	king
dip	bun	fog	not	wing
tip	fun	dog	shot	sing
hip	gun	hog	lot	ring
rip	run		got	thing
whip			tot	
lip			dot	
chip			cot	

If additional drill is desired, make for these lists charts such as the ones described and illustrated on page 7, Examples 2 and 3.

E. Type word: *egg* or *elephant.*

Device: Place conspicuously on the board the five type pictures for the five vowels. Under each write the vowel sound. Leave these for a number of days. Frequently ask the children to look at the pictures and repeat in concert:

a-apple, a
e-egg, e
I-Indian, i
o-orange, o
u-umbrella, u

giving the *sound* of the vowel, not the *name*.

Follow this with similar individual work. Then ask the children to stand by rows and give the sound as you point to the picture.

Another device is to erase the sounds and ask the children to match flash cards of *a*, *e*, *i*, *o*, and *u* with the pictures.

Your aim should be to have them associate the right sound invariably with the right word or picture. In this way they will be able to help themselves whenever they temporarily forget a sound: for they will have the picture to look at and remember; and by repeating the word to himself, even the slowest can find out the sounds without help. It is much more necessary to do this carefully with the vowels than with the consonants, as has before been said, because they are nearly alike and consequently much more difficult.

New Blend Work. —

	ed	*est*	*ell*	*en*
Type words for pictures:	*bed*	*nest*	*bell*	*hen*
New words to blend:				
	red	best	tell	ten
	shed	rest	well	men
	fed	west	fell	when
	Ned	chest	shell	Ben
	Ted	vest	Nell	den
	led	lest	pell	pen
			mell	
			sell	

These lists add 31 new words which can be blended. Now that so many consonant sounds are known, the number of words which can be blended with each word ending is much larger. Do

not make flash cards for the proper names or *pell mell* in the above lists. They are of no value for extended drill.

Constantly connect with their meanings all the new words which the children can blend. Explain when they are doubtful. Call their attention to the same words when used in blackboard or *Primer* reading. They can be helped to use phonetics in reading work if the teacher brings often to their consciousness the close connection.

Blackboard Work for Review. — This includes words formerly learned with the endings *ick, ub, ock, ed, an,* also the new words *pick, thick, van,* and three proper names. Make charts for some of these lists (page 7).

sick	cub	rock	red	an
tick	rub	cock	Ted	ran
pick	tub	lock	Ned	fan
thick		sock	fed	Dan
kick			led	can
Dick			bed	pan
chick			shed	Nan
wick				van
				tan
				man

New Blend Work. —

	ent	and	*ish*
Type words for pictures:	*tent*	and	*fish*
New words to blend:			
	sent	wish	
	lent	dish	
	went	wish	
	bent	wishing	
	dent	fish	
		fishing	

ing is added to *wish* and *fish,* making: *w ish ing,*
f ish ing to sound.

Blackboard Work for Review. — This includes the seven endings *en, ap, ill, ut, est, it,* and *atch.* New words:

lap
bill
but
bit

and the proper name *Ben.*

den	cap	ill	hut	it	catch
men	lap	fill	nut	bit	match
when	map	bill	shut	sit	latch
Ben	sap	kill	but	kit	hatch
pen	chap	hill	cut	hit	patch
ten	nap	will			thatch
hen	rap	mill	best	tell	
	tap		nest	telling	
			west		
			rest	sell	
				selling	

Make charts for some of these (page 7).

This completes the review of all the word endings so far taken up.

New Blend Word. —

et.

Type word: *wet.*

New words to blend:

get	met
yet	set
let	pet
net	

New Step. — Blending word endings without a type word or picture.

ad, ud, id, od to be sounded (a-d, u-d, i-d, o-d) without any type word.

This is a real advance step. From now on try to have the children see that each word ending is made up of the sounds which they already know so well. Call their attention to the new sounding that they are able to do. Go over old word endings with them and let them sound each one whether they know it or not. In this way you are appealing to their intelligence, and giving them real stimulus and help.

Show flash cards for these four new endings. Let the children blend them together and individually. Then drill on the following words:

had	mud	did	rod
shad	bud	lid	pod
mad	cud	bid	hod
bad		kid	nod
lad		rid	shod
pad			cod
tad			
sad			

Have the words blended (*h-ad, had*) as before; but if the endings are not known, get the children to sound them first (*a-d, ad*).

New Blend Work. — Put this on the board:

What are these words?
How many can you sound?

if	elf	add	off
inch	egg	an	on
ill	end	at	odd
in		and	
it	up	ash	
imp	us	am	

All these are real words, most of which the children know and can use in sentences. Here we have quite an advance step in the

finding out of simple words entirely through sound. Keep this list on the board a day or so and review a number of times.

Am, up, ash, and *end* should have flash cards as word endings. Do not have flash cards for *if, inch, imp, elf, egg, us, off,* and *on,* which are also new, as almost no words are made from them.

New Blend Work. — Use the words which follow for further blending. Put all the words containing one vowel sound on the board at a time and drill in concert and individually. Teach the children to call *s-up, sup; c-up, cup; p-up, pup* sounding, as different from pronouncing. Both should be done.

When reached, add flash cards for *uck, um, im, ag, ack,* and *ess* to the 34 already learned. You will then have taught all of the 40 phonograms listed on page 121, and in the order given there.

At this stage the children should know so well all the sounds you have taught, that they can quickly blend any of the phonograms. Thus if you show *ed,* you will not need to ask, "What is the last part of *bed?*" (naming the type word) but should require that it be sounded (e-d, e-d) until *ed* is recognized as a whole made up of the two sounds *e* and *d.*

WORDS CONTAINING SHORT **U**

sup	bug	duck
cup	tug	luck
pup	mug	tuck
	hug	
rush	chug	shut
hush	pug	shuts
	dug	
gull	rug	cup
dull		cups
	sum	
much	hum	
such	gum	
Dutch	chum	

huff	nut	hush
huffs	nuts	hushing
puff	cut	rush
puffs	cuts	rushing

Words Containing Short I

him	rich	hit
dim	which	hits
Tim		
	hitch	chick
kiss	ditch	chicks
hiss	pitch	
miss	witch	chick
		chicken
fib	ship	chickens
bib	ships	
rib		tick
	whip	ticks
pig	whips	ticking
dig		
fig	sit	pick
big	sits	picks
		picking

Words Containing Short A

ash		back
Dash	tag	hack
sash	wag	tack
hash	bag	pack
mash	rag	
		rap
ham	gas	raps
Sam		

cap	hatch	
caps	hatching	dash
		dashing
cat	latch	
cats	latching	land
		landing
pat	pack	
pats	packing	

Words Containing Short E

neck	end	pet
check	send	pets
deck	bend	
peck	mend	set
	lend	sets
beg		
leg	less	neck
peg	Bess	necks
	chess	
fetch		peck
	yes	pecks
Shep		pecking
	get	
hem	gets	send
		sending

Words Containing Short O

doll	rob	chop
Don	sob	chops
	mob	
moss	Bob	mop
toss	bob	mops
Tom	moth	shop
		shops

hop	lot	rock
hops	lots	rocks
top	shot	shock
tops	shots	shocks
pop	dot	
pops	dots	

This completes the list of common one-syllable words which can be made from the 28 sounds which have already been learned. In all, more than 300 words have been given. To many, final *s* and final *ing* have been added. See that this idea carries over into the reading.

From now on give much review drill on all the work so far covered. Review sounds, word endings, and words many times. Use your packs of flash cards for many of the games suggested in Section 1. Use also the word charts which you have made for different endings. Use the blackboard also, printing lists of words upon it, and playing some of the blackboard games already suggested.

Remember that your object is not so much to familiarize the children with these particular words (though that is needed, especially at first) as to train them to blend automatically. When the mechanical difficulties get in the way of content, or thought getting, children are "poor readers." You are systematically working so to familiarize them with the "mechanics of reading," as phonetics is sometimes called, that they can forget all about them just as adults do. To accomplish this, *steady persistent training, slow progress,* and *frequent reviews* are necessary. Keep in mind the slower group and adapt the work to them as much as you can in fairness to the others. *Make haste slowly.*

Sixth Type Lesson. — Use of the flash cards in review work. This type lesson is made very long to include drill in sound, word ending, and word cards. The teacher should not try to cover so much ground every day.

Teacher: Today we will go over all the sounds and all the endings before we have any words at all. Here are the endings. Janet, will you please put them around the chalk rail. Fix them so that they are about an inch apart. Henry (choosing a careful child), will you help her and see that the cards do not get too close together.

[Two children are sent so that the teacher can give her whole attention to the class.]

Teacher: Now we will go over the sounds all together.

(She shows the sound cards rapidly and each is pronounced by the class.)

Teacher: Elizabeth's row may stand. (Teacher shows the cards one at a time. Each child tells one and then sits. If he does not know, the teacher says, "Tell," and the class does so. Then the child who fails repeats it. Each row stands in turn and recites in the same way. Such a drill should be rapid and take only three or four minutes.)

Teacher: Now Janet and Henry have fixed all the cards. How well they are arranged! I will call out an ending and the names of some children. If your name is called, run and get the ending and carry it to your seat. *og*, Donald and Miriam. (Donald arrives first and takes away the card.) *and*, Elmer, Constance, and Phil.

(This continues until all are gone.)

Teacher: The child in the back seat of every row may collect and count the cards in his row, and take them to Helen. Helen, will you tell us which row won?

Helen: Charles' row won. They had 16. Elizabeth's row had 14 (and so on, giving the number in each row).

Teacher: Now we will take the words. (Picks up the pack of blend cards.) Harold, will you be the messenger and give the cards to the children who get them right? (Holds up thick.) Who can sound this one? Margaret may try.

Margaret: Th-ick, thick.

Teacher (giving *thick* to the messenger to take to Margaret, and holding up *but*): Milton.

Milton: B-it, bit.

Teacher: What does u-umbrella begin with, Milton?

Milton: *u* (giving the sound of short *u*).

Teacher: Then what does this say? (Writing *ut* on the board.)

Milton: *ut.*

Teacher: Then sound the word again.

Milton: B-ut, but.

(Teacher puts *but* at the back of the pack instead of giving it to Milton.)

Teacher (holding up *nest*): Emily.

Emily: M-est, mest.

Teacher: There is no such word as *mest.* What is the first sound, Emily?

Emily: *n.* N-est, nest.

(Teacher continues until 25 to 30 words have been correctly sounded, and given out to the class by the messenger.)

Teacher: Please put your cards on your desks now. All the children in George's row may hunt for a word that they can use in a sentence, and stand here with the card when they have found it.

(All the children in George's row get a word from some desk and stand before the class, holding it so that it can be seen by all.)

Teacher: Stanley, will you be the teacher and call on different children to give their sentences?

Stanley: Dorothy may begin.

Dorothy (who holds *shell*): At home I have a big shell that I found at the beach.

Stanley: Clarence (calling on a child at his seat) may sound Dorothy's word.

Clarence: Sh-ell, shell.

Stanley: William.

William (who holds *whip*): You should not whip your dog when you are angry.

(Stanley asks the rest of the row and calls on others at the seats to sound each word.)

Teacher (when he has finished): Who had the best sentence, Stanley?

Stanley: I think William did.

Teacher: How many agree with Stanley? Why do you think so, Grace?

Grace: Because he had a good idea.

Teacher: I think so, too.

Grace: And Stanley was a good teacher because he had good ideas.

Teacher: Yes, and because he was not too slow. Now Theresa's row may choose some words for sentences. We will have a girl teacher this time. I hope she will do as well as Stanley did.

(Teacher continues thus until all the words have been taken from the desks.)

Points to notice in this type lesson:

1. Though the purpose of the lesson is formal drill, thoughtfulness is stressed instead of blind memorizing.
2. The lesson keeps to the point (review or practice for facility). Yet other interests are introduced:
   - *a.* Arithmetic in the counting.
   - *b.* Races.
   - *c.* A hunt.
   - *d.* Original sentence work.
3. There are two kinds of competition:
   - *a. Individual,* in the races to the blackboard.
   - *b. Group,* in comparing the number of cards won by each row.
4. The drills are so managed that the attention of the whole class is held throughout, because
   - *a.* There is something interesting going on all the time.
   - *b.* There is variety.
   - *c.* There is constant activity.
5. Milton and Emily are not merely told that they are wrong; they are shown where and why they are wrong in a constructive way which will help them and others in the class.
6. Responsibility is given to individual children:
   - *a.* Janet and Henry arrange the word ending cards on the chalk rail.
   - *b.* The monitors who collect the cards are asked to count them.

c. Helen must decide which row won.

d. Harold must be a trusty messenger.

e. Stanley and others become "teachers" and conduct the sentence drill alone.

7. The teacher surrenders her position as leader to Stanley in the sentence drill and afterward discusses with the class his strong points. This has a three-fold advantage:

a. Giving merited praise to a good leader.

b. Calling general attention to specific matters (Stanley's idea of having the children at the seats sound the words held up, his speed, William's excellent sentence).

c. Stimulating further effort along original lines.

8. The sentence drill is continued under another child-leader. There is thus an immediate chance to profit by the new suggestions given.

The Long Vowel Sounds and Final E

Seventh Type Lesson. — First lesson on final *E*.

The type lesson just given was a drill or review lesson. This is a development or step-by-step lesson, which presents new work. Every phonetic lesson which you give comes under one of these two heads.

Teacher: Who can draw a rake? Mildred, Harry, and Stanley may try. Who can draw a rope? Edwin's row may try. Who can draw a hive? Paul and Francis may do it because I know they have bees at home.

(While children are drawing on the board, the rest of the class reviews some previous phonetic work from the flash cards. When the drawings are completed, the children at the seats decide which is the best of each. The other drawings are erased and the words *rake, rope* and *hive* printed below those remaining.)

These three words have been chosen from the *Kendall Primer* (pages 80, 90, and 31) because they can easily be drawn.

Any other words may be chosen. Or the teacher may use words without pictures, chosing some which are familiar through reading work already done. Good ones from the *Kendall Primer* are:

like	page 2	made	page 43
gave	page 17	name	page 48
white	page 18	time	page 51
take	page 28	fine	page 58
here	page 40	hole	page 72

Select very well-known words on which there has been a good deal of drill.

Teacher: Estelle, will you pronounce the words?

Estelle: Rake, rope, hive.

Teacher: Everybody say r-ake, r-ope, h-ive. (All repeat.)

Teacher: Say r-a-ke, r-o-pe, h-i-ve. (All repeat.)

Teacher: What is the sound of this letter in r-a-ke? (Pointing to *a*.)

Children: *A* (giving the long sound).

Teacher: What is the name of the letter?

Children: *A* (giving long sound again).

Teacher: The letter tells its name. That is because the word ends in *e*. We call *e* at the end of a word *final e*. Everybody say "final e." (All repeat.)

Teacher: Rake is a *final e* word. Do you see another *final e* word?

Charles: Rope.

Teacher: Then this letter (pointing to *o*) must tell its name. What is its name, Robert?

Robert: *O* (giving long sound).

Teacher: Does it say *o* in r-o-pe?

Robert: I think it does.

Teacher: Who sees another *final e* word?

Margaret: Hive.

Teacher: Then this letter (pointing to *i*) must tell its name. What is its name, Margaret?

Margaret: *I* (giving long sound).

Teacher: Does it say *i* in h-i-ve?

Margaret: Yes.

Teacher (pointing): Say, "*A* tells its own name in *rake*."

(Children repeat.)

Teacher: Say, "*O* tells its own name in *rope*."

(Children repeat.)

Teacher: Say, "*I* tells its own name in hive."

(Children repeat.)

Teacher: *Rake* and *rope* and *hive* are *final e* words. What is a *final e* word?

Emily: A word that ends with e.

Teacher: Why do these letters tell their names? (Indicating the vowel sounds in *rake*, *rope*, and *hive*.)

Children: Because of the *final e*.

Teacher: What do we call such words?

Children: *Final e* words.

Teacher: What does the vowel do in a *final e* word?

Children: It tells its name.

(If no child knows these answers the teacher should tell.)

Teacher: Do not forget about *final e*. Watch for *final e* words when you read. Now we will take the *Kendall Primers* and look for some *final e* words. I will make a list on the board.

(Teacher and class make five lists, one for each vowel sound, thus:

a	*e*	*i*	*o*	*u*
name	here	like	hole	use
take		white	more	
made		time	those	
gave		mine		
		fine		
		nine		

All sound them in concert.)

Teacher: We have no more time today. Tomorrow I shall give you some different *final e* words to sound.

Repeat the facts about *final e* in connection with the next words, and when *final e* is met in the reading, until the children

have mastered them. Some words do not follow the rule (*have, give, love, some*). If any child speaks of them say that they are different and do not follow the rule. Otherwise do not mention them at all.

New Blend Work. — *Final e* words. Call the words which follow, *final e* words. Notice that each vowel sound is taken separately. Use the words in the order given. It will be easier for the children.

Final E Words with I

mine	life	dime
shine	wife	time
pine	fife	chime
dine		lime
line	ride	
vine	wide	fire
nine	side	tire
whine	tide	wire
	hide	hire
like		
pike	five	bite
dike	dive	white
	hive	kite
while		
mile	wipe	
pile	pipe	
	ripe	

Final E Words with

made	sale	tape
fade	whale	shape
shade	pale	cape
wade		

	name	ate
safe	came	gate
	game	Kate
vane	same	late
lane	lame	mate
mane	tame	hate
pane	shame	date
cane		
	vase	shake
care	case	wake
dare	base	take
share		bake
bare	gave	cake
rare	wave	lake
fare	save	rake
hare	cave	make
	shave	

Final E Words with O, U, and E

hope	pole	pure
rope	hole	cure
	sole	cute
wove	mole	mule
cove		cube
rove	note	
	vote	tube
more		tune
shore	rode	duke
core	robe	
wore		rule
sore	woke	rude
chore	yoke	
tore	poke	here
	choke	mere
cone		
shone	home	
tone		
bone		

The long sound of *u* in *tube, tune, duke, rule,* and *rude* is not the same as the name of the letter *u*. Consult the dictionary for detailed help in making the modified sounds. Be sure that the children make them correctly. After *r*, the sound of *u* is *oo* (*rule* and *rude*).

Blackboard Drill on Final S. —

it	duck	net	make	hope	cape
its	ducks	nets	makes	hopes	capes
hit	dip	wick	cake	rope	gate
hits	dips	wicks	cakes	ropes	gates
rat	lip	kick	take	note	date
rats	lips	kicks	takes	notes	dates
bat	whip	tent	wake	vote	wipe
bats	whips	tents	wakes	votes	wipes
hat	lock	rest	bake	yoke	like
hats	locks	rests	bakes	yokes	likes
mat	lap	nest	shake	choke	dike
mats	laps	nests	shakes	chokes	dikes

In words which end with a sonant, *final s* sounds like *z*. All of the above end with surds and consequently have the *s* sound. Do not speak of the other. Children get it without trouble when found in their reading books.

Blackboard Drill on Final ING. —

add	lend	bend
adding	lending	bending
end	mend	tent
ending	mending	tenting

rest	lock	huff
resting	locking	huffing
nest	hitch	puff
nesting	hitching	puffing
tell	pitch	ring
telling	pitching	ringing
sell	toss	sing
selling	tossing	singing

Eighth Type Lesson. — The change in the vowel sound made by adding final *e*, as:

pin	cap	not
pine	cape	note

Teacher (printing *can* on the board): What is this word, Harold?
Harold: Can.
Teacher (putting *cane* under it): What is this word?
Harold: Cane.
Teacher: Children, do you see what happens when we add *final e* to a word? Instead of being *c-an*, the word is *c-ane*, because *final e* makes the *a* tell its name. Here is another word (writes *hop*). What is that?
Marian: Hop.
Teacher: Now, what is it? (Adding an *e*.)
Marian: Now it is *hope.*
Teacher: Who knows what made the change?
Percy: The *final e.*
Teacher: What does *final e* do?
Percy: It makes the letter tell its name.
Teacher: What is its name? (Points to *o*.)
Percy: O.
(Teacher continues with other words taken from the lists below.)

New Blend Work. — The effect of *final e.* These words are very important. The effect of *final e* on a vowel ought to be thoroughly learned by every child.

pin	cat	pan	rod
pine	Kate	pane	rode
fin	fat	shad	mull
fine	fate	shade	mule
din	hat	mad	cut
dine	hate	made	cute
kit	cap	Hal	cub
kite	cape	hale	cube
bit	tap	tack	tub
bite	tape	take	tube
dim	nap	lack	duck
dime	nape	lake	duke
Tim	Sam	back	fill
time	same	bake	file
hid	sham	hop	till
hide	shame	hope	tile
rid	man	mop	mill
ride	mane	mope	mile
rip	can	rob	pill
ripe	cane	robe	pile
rat	Dan	not	Dick
rate	Dane	note	dike
mat	van	cot	pick
mate	vane	cote	pike

GAME. — Have flash cards for *pin, bit, fat, hat, cap,* and so on, choosing from the pack of blend words those to which *final e* can be added. Hold up one at a time with the *e* flash card:

Let the first child who calls out *pine* have the card. Or go around in turn, giving the cards to those who answer quickly and correctly. See which row can get the most cards.

New Blend Work. — Final *er.*
Draw a flower, a pitcher, and a river.
Write the names below.
Repeat with the children, *flow-er, pitch-er, riv-er.*
Develop *er* and show flash card. Add to pack of sound cards.
Think of other words which end in *er:*

farmer mister
poster older
thunder

Blackboard Drill on ER. —

rich	sing	lock
richer	singer	locker
pitch	ring	rock
pitcher	ringer	rocker
mill	fish	dull
miller	fisher	duller
sick	catch	sell
sicker	catcher	seller
pick	Dash	check
picker	dasher	checker
thick	pack	tend
thicker	packer	tender

Omit this drill if it seems too hard. But teach *er* as a new sound. It is useful in such words as *her*, *fern*, and *verse*.

Do not allow children to pronounce *singer*, *ringer*, *singing*, *ringing*, and similar words with the hard sound of g (sing-g-er). Certain foreign-speaking children are inclined to make this mistake. The *ng* sound differs entirely from the sounds of *n* and *g* separately made.

PART 2

For the Second Half-Year. To be used with the *Kendall First Reader*.

Work Covered. — 1. Twenty-two compound consonant sounds:

st	sk	sm	sl	gr	dr
fl	se	pr	sp	pl	str
br	scr	bl	cl	sn	
gl	cr	fr	tr	sw	

2. Drill on all common one-syllable words (with both long and short vowel sounds) which begin with these compound consonant sounds.

3. Sixteen diphthongs and phonograms in the following order:

ar	ea	or	er
ay	ie	ow	ir
ai	oe	ou	ur
ee	oa		oo
			ng

NOTE. — *Ar* and *or* are separated from each other and from *er*, *ir*, and *ur* so as not to confuse the children, just as the vowels were separated in Part 1.

4. Drill on one-syllable words containing these sounds.

5. Final *e*, *o*, and *y* in one-syllable words such as *he*, *no*, *fly*. (Page 175.)

6. Review of all the words previously studied in Parts 1 and 2. They are now arranged

no	ran	*but*	ran
	man		rat
	fan		rag
	can		rack
			rap

— that is, the initial and vowel sounds are alike, and the final sound changes. Words arranged thus are harder to sound and pronounce. Therefore an advance step is given in reviewing these old words in different relations.

7. Words ending in *all, old, ind,* and *ight.*

Preliminary Work for the Teacher to Do. — 1. Those teachers who have been teaching Part 1 will know how to go on with the new work of Part 2. A teacher who has not used Part 1 should go through it carefully, making note of helpful suggestions and preparing sound and word ending cards for review. She should study the eight type lessons of Part 1, and understand thoroughly its plan.

2. Make sound cards for the 38 new sounds which are taught in Part 2. As these are developed, they should be placed with the 28 sound cards taught in Part 1, and reviewed often enough so that the children can keep them in mind. Do not spend too much time with the sound cards. Remember that every time a word is blended, its sounds are being reviewed.

Need for Review. — Classes which are not ready for Part 2 should have a thorough review of Part 1. Do not forget however that *all the words* of Part 1 are reviewed in Part 2 and again in Part 3, though each time with a more difficult arrangement.

Remember also that it is not necessary for a child to be able to blend *every review word.* It is the *power* to blend which you are striving to give him, as well as *ease* and *facility.* He can gain both through new work, perhaps better than by excessive review. *Do not overdo reviewing. It is almost as bad to hold back, as to go ahead too fast.*

New Step. — Combining two or more consonant sounds already known and pronouncing them as one; 22 of these are given: *st, fl, br, gl, sk, sc, scr, cr, sm, pr, bl, fr, sl, sp, cl, tr, gr, pl, sn,*

sw, dr, str. Make a flash card for each. Hold them one by one before the class and pronounce distinctly. Point out that each is made up of sounds already known, and that we blend them together to make sounding words easier. Connect at once with real words. One is given below for each of the 22 sounds. These words can be made into pictures. If children have difficulty, put the pictures on the board and the words below. Then match the flash cards to the pictures, or use other simple devices. Most classes will not now need type words, but can get the new sounds by blending. Be careful not to mispronounce any of these, as *stu* for *st*, *ful* for *fl*, or *burr* for *br*.

st - stove	sm - smoke	tr - tree
fl - flag	pr - prince	gr - grapes
br - broom	bl - blocks	pl - plate
gl - gloves	fr - frog	sn - snail
sk - } skates	sl - sled	sw - swing
sc - }	sp - spoon	dr - drum
scr - screen	cl - clouds	str - strawberries
cr - crow		

With these and the long and short vowel endings, many new words can be made. Over 200 are given below. Place them on the board as there arranged, with all words containing the same vowel sound together. Sound *st-ill*, not *s-t-ill*. Vary these drills by finding similar words in the *Kendall First Reader* vocabulary at the back of the book, and on various reading pages.

Seat Work: Make many of these lists with boxes of letters. Go around to the desks and ask children to sound and pronounce the words they have made. The quicker children can assist in this.

New Blend Work. —

Words Containing Short I

ill	bring	swim
still	swing	trim
drill	cling	skim
spill	sting	brim
frill	sling	slim
trill	string	
skill		stitch
	slid	switch
in		
spin	drip	stiff
grin	skip	sniff
skin	clip	cliff
	snip	skiff
it	trip	
flit	slip	trick
slit	strip	click
		prick
crib	smith	stick
		brick

Words Containing Short A

am	black	and
slam	track	grand
cram	stack	stand
swam	clack	brand
clam	crack	
		flag
at	glad	drag
flat	clad	stag
		brag

ash	clap	
flash	trap	crab
smash	slap	grab
crash	snap	drab
trash	flap	
	scrap	snatch
an	strap	scratch
plan		

Words Containing Short O

spot	clog	drop
blot	frog	stop
trot		crop
	cross	
clock		plod
block	broth	clod
flock	cloth	
stock	froth	Scotch
frock		

Words Containing Short U

drum	blush	gruff	drug
plum	crush	stuff	snug
	plush	fluff	
stuck	flush	bluff	grub
pluck	brush		club
cluck-		spun	scrub
cluck	plus	stun	
struck			clutch
			crutch

Words Containing Short E

end	stem	sled
spend		Fred
	flesh	fled
smell	fresh	bled
spell		
swell	step	speck
dress		fret
bless		
press		stretch

Words Containing Long A

flake	crane	scale	grape
stake		stale	scrape
drake	flame		
snake	blame	brave	baste
	frame	slave	waste
stare		grave	paste
glare	skate		haste
scare	plate	blade	taste
snare	state	trade	
spare	slate	spade	
		grade	

Words Containing Long I

spike	spire
strike	
	smile
drive	stile
slide	spine
glide	
stride	tribe
pride	

Words Containing Long O

broke	stole	score
spoke		snore
smoke	grove	store
stroke	stove	
	drove	stone
		drone

Words Containing Long U

prune	plume
Bruce	flute
spruce	

(See top of page 156 for the pronunciation of long *u*.)

Further Drill on Final S, ING, and ER. —

stop	block	drip	stick
stops	blocks	drips	sticks
	blocking		sticking
drop		skip	sticker
drops	stock	skips	
	stocks		prick
blot	stocking	trip	pricks
blots		trips	pricking
	flock		pricker
spot	flocks	spill	
spots	flocking	spilling	click
			clicks
trot	cross	drill	clicking
trots	crossing	drilling	
			trick
clock		still	tricks
clocks		stiller	tricking
			brick
			bricks

bring	swell	plate	flake	grape
bringing	swelling	plates	flakes	grapes
sting	speck	skate	taste	scrape
stinging	specks	skates	tastes	scrapes
swing	dress	slate	waste	smoke
swinging	dressing	slates	wastes	smokes
	dresser			
spell		drake	paste	stroke
spelling	spend	drakes	pastes	strokes
speller	spending			
		snake	baste	spike
smell	fresh	snakes	bastes	spikes
smelling	fresher			
		stake		strike
	stretch	stakes		strikes
	stretching			
	stretcher			

See how many children can pronounce these groups of words without sounding them. Let one child at a time stand and try. Those who succeed may choose the next child to recite.

New Blend Work. —

ar.

Type words for pictures, if needed: *car* and *star.*
New words to blend:

far	art	Carl
tar	part	snarl
car	smart	
star	cart	hard
bar	tart	lard
scar	chart	chard
	dart	yard
harp	start	card
sharp		

ark	marsh	carts
dark	harsh	starts
shark		darts
mark	barn	parts
spark	yarn	
hark	darn	parks
lark		larks
bark	carve	marks
Clark	starve	marking
park		barks
	arch	barking
arm	march	
harm	starch	marching
farm	larch	starching
charm		
		farmer
scarf		sharper
		darker
		harder

In pronouncing words containing *ar*, be sure that the sound of *r* is neither slighted nor too vigorously burred. The *r* sound is variously pronounced in different localities. *Ar* does not roll, nor does it resemble the Italian *a*, as in *father*.

New Step. — Finding a sound of two letters in the middle of a word. If children have trouble in getting the *ar* sound, draw a line under *ar* in the first words given — f<u>ar</u>, t<u>ar</u>, c<u>ar</u>, h<u>arp</u>, sh<u>arp</u>. Show them that *ar* is sometimes an ending and sometimes is found in the middle of a word. Connect the words *car*, *star*, and the flash card *ar*, with *ar* in the middle of a word. If they still have difficulty, divide some of the words (*p-ar-t*, *sm-ar-t*, *c-ar-t*), and point to each of the three parts as the children sound. Do not expect every child to get the idea even then. There will be more practice with other sounds in the work which follows.

New Blend Work. — The rule for pronunciation when two vowels come together in a digraph or simple sound. Each tells the name of the first letter.

ai	ee	ie	oe
ay	ea		oa

Return to the pictures and type words to develop this step. Or use words which the children already recognize as sight words.

The following are good for pictures:

ay - hay	ea - leaf	oe - hoe
ai - pail	ie - pie	oa - goat
ee - tree		

These may be developed as in the type lesson on page 151 on *final e.*

Blackboard sentences to read and recite aloud:

These all tell the name of the first letter:

Ai tells the name of *a.*
Ay tells the name of *a.*

Ee tells the name of *e.*
Ea tells the name of *e.*

Ie tells the name of *i.*

Oe tells the name of *o.*
Oa tells the name of *o.*

Device: Put

ai	ee	ie	oe
ay	ea		oa

above or below these sentences. Leave it a few days and occasionally ask what each sound does (tells the name of the first letter).

Blackboard Drill on AI, AY, EE, EA, IE, OE, OA. —

Some of the lists are so long that they have been divided into groups. If put on the board together it will be difficult for the children to keep the place. A break is an aid to the eye.

Words Containing AI and AY

say	tray	air	rain	faith
hay	stray	chair	chain	
day	pray	fair	pain	aim
lay	spray	pair	grain	
bay		hair	vain	paint
play	ail	stair	plain	faint
	sail			saint
gray	tail	wait	main	
way	mail	gait	train	waist
pay	snail	bait	stain	
may	fail		gain	
bray		aid	Spain	
	pail	laid	brain	
ray	trail	braid	sprain	
stay	nail	maid		
gay	wail	paid	waif	
clay	rail			
	hail			

Words Containing IE

tie	lied	spied	lie
lie	dried	tried	lied
die	tied	fried	
pie	cried	died	die
fie			died
			tie
			tied

Words Containing EE and EA

bee	eat	team	deer	eel	leak	read
tree	seat	gleam	cheer	wheel	beak	bead
see	wheat	beam	peer	feel	speak	lead
three	neat	seam	steer	steel	weak	
wee	treat	cream		keel	creak	each
glee	peat	steam	sleep	peel	peak	teach
chee		dream	deep	heel	sneak	preach
free	cheat	stream	sheep		bleak	beach
Dee	meat	scream	sweep	seal	streak	reach
	bleat			veal		peach
pea	heat	seem	keep	deal	east	
tea			creep	meal	least	beech
sea	sweet	ear	weep	heal	yeast	speech
	feet	hear	peep	peal	feast	
seen	meet	year	steep	steal	beast	heath
green	sleet	spear				teeth
keen	beet	dear	cheap	weave	seed	
screen	sheet		leap	leave	bleed	
	street	fear	heap	sleeve	reed	
mean		clear	reap		feed	
bean		shear		week	greed	
clean		near	reef	cheek		
		tear	beef	seek	weed	
		smear	leaf	meek	need	
				Greek	heed	
				peek	speed	
				creek	deed	

Words Containing OE and OA

hoe	road	soap
foe	load	
toe	toad	boast
woe		toast
doe	oar	roast
whoa	soar	
	roar	

oat	loaf	foam
boat		roam
float	moan	
coat	groan	coach
goat	loan	poach
moat		
throat	oak	coal
	cloak	
	soak	hoarse
	croak	coarse
		board

New Blend Work. —

or

Type words for pictures: *fork* and *horse*.

Teach *or* (1) through the type words, (2) as a separate word —

Are you a boy *or* a girl?
Which do you like better, apples *or* oranges?

— or (3) by using known words without pictures — f*or*, c*or*n, n*or*th.

At this stage type words are not necessary, though they are often helpful.

New words to blend:

nor	corn	horse
for	horn	
	born	north
short	morn	
sort	thorn	form
snort		storm
	lord	
torch	cord	stork
		York
		cork
		fork

Read the note after the *ar* words, on page 169. *Or* is not rolled, nor does it resemble *au*, as in *caught*.

New Blend Work. —

ow — *ou*

Type words for pictures: *cow* *house*.

Ask children what they say when they are hurt. (*ow!*)

Let them put on the board

ow = *ou*.

Leave this in sight for a time, with the two flash cards for *ow* and *ou* below.

New words to blend:

now	our	out	cloud	noun	owl
how	scour	shout	proud		growl
bow	flour	stout	loud	couch	fowl
wow	sour	pout	crowd	pouch	scowl
cow		spout		crouch	howl
prow	round	trout	south		prowl
vow	sound	scout	mouth	count	
brow	found	sprout		fount	plowing
	hound		down	mount	crowning
pow	ground	house	town		frowning
wow	pound	mouse	crown		crowding
plow	wound	blouse	drown		shouting
	bound		brown		spouting
			frown		
			gown		
			clown		

Notice that related words are placed together —

bow wow
pow wow
down town

This is done whenever possible to make the work more interesting. Do not fail to call attention to it.

New Blend Work. — Final *e*, *o*, and *y* in one-syllable words.

Put this on the blackboard:

What letter is this? *e*
What letter is this? *o*
What letter is this? *i*

E tells its own name in these words.
O tells its own name in these words.
Y tells the name of *i*.

he	no	my	fly
me	so	why	cry
ye	go	try	sky
she	fro	by	spy
we	ho	sly	sty
be	do	dry	shy
	lo	fry	

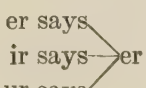
Let the children "study" these sentences and words. Then go over the work with them. Make sure that all understand it. Say that only short words follow this rule. Make use of it in later reading work.

New Blend Work. —

	er	*ir*	*ur*
Type words for pictures:		*girl*	*churn*

Final er has already been taken up on page 159. It is repeated here because it has the same sound as *ir* and *ur*.

Use these two devices to fix the sounds:



Recite the first — "*e-r* (giving the names of *e* and *r*) says *er*, *i-r* says *er*, *u-r* says *er*."

New words to blend:

her	girl	shirk	first
	whirl	Turk	thirst
fir	curl	lurk	burst
sir		clerk	
whirr	burn		perch
stir	churn	chirp	church
	turn		lurch
fur	fern	curve	birch
spur	stern	nerve	
cur		serve	birth
purr	bird		mirth
burr	third	curb	
	herd		turf
shirt	curd	nurse	surf
dirt		purse	
hurt	term	curse	
Bert	firm	verse	

Read the note after the *ar* words, on page 169. *Er*, *ir*, and *ur* are not rolled, nor do they resemble French *eu*, as in *feu*.

Er, *ir*, and *ur* are also frequently mispronounced *oi*. Do not allow your pupils to pronounce *girl* as *goil*, *burn* as *boin*, *curls* as *coils*, *nerves* as *noives*, *first* as *foist*, and so on.

Make word ending cards for *ar*, *er*, *ir*, *or*, and *ur*. Add them to the 40 word endings of Part 1.

New Blend Work. —

oo

Type words for pictures: *moon* and *spool*.

Distinguish between *oo* and *w*, the wind sound.

As a memory device ask children who have pets, what they say to them when they are naughty (*oo-oo-oo*).

New words to blend:

moo	boom	coop	food	boots
too	room	swoop	brood	shoots
coo	bloom	loop	mood	roots
boo	broom	stoop		toots
shoo	loom	droop	soon	hoots
		hoop	noon	
moose	boot	troop	loon	roofs
goose	soot		boon	hoofs
loose	hoot	cool	spoon	
	toot	tool	moon	blooming
roof	shoot	spool		cooling
woof	root	fool	groove	fooling
hoof		pool		
	boost	stool	hoops	cooper
	roost		coops	cooler
		moor	stoops	poorer
		poor	troops	sooner
			droops	trooper
				shooter
				booster

Many people are careless about pronouncing this sound of *oo*. They confuse it with the short sound, as in *foot*, in such words as *roof*, *hoof*, *room*, *broom*, *soot*, *root*, *hoop*, *food*, *soon*, and *spoon*. Do not pronounce these like *foot*.

In other parts of the country *oo* words ending in *r* are mispronounced, as *more* for *moor*, and *pore* for *poor*.

New Blend Work. — The sound of *ng*. Call this the ringing sound. Teach by dividing *ing* (*i-ng*). Be sure that children do not sound it *ng-g*, with a final hard *g*.

Add a flash card for *ng* to the sound cards, and *ang* and *ung* to the pack of word endings.

New words to blend:

bang	wing	swing
clang	king	swung
gang	sling	
	string	cling
long	thing	clung
strong		
gong	tongs	sting
	lungs	stung
bring		
ting	song	fling
ling	sing	flung
	sang	
strung	sung	hang
		hung
length	ring	
strength	rang	ding
	rung	dong
	spring	
	sprang	
	sprung	

Blackboard Work for Review. — All words with the short vowel sounds and all *final e* words taken up in Parts 1 and 2 are now reviewed. They are arranged with the initial and vowel sounds alike, and the final sound different. A few new words are added.

In sounding the words say,

c-an, can
ch-ick, chick
bl-ack, black
dr-ive, drive

Whenever an ending is not known, have it sounded separately (*a-ck, e-n-d, an-d, e-p*) and pronounced as a whole in sounding the word.

The vowel sound with *final e* should be recognized now by every child (*note, flame, snake, store*). If it is not, ask,

"What does the vowel do in a *final e* word?" (tells its name),

or say,

"This letter (pointing to the vowel) tells its name because of the *final e*."

All the words of these lists are arranged with similar vowel sounds together.

Words Containing Short A

can	hash	shad	Rab	pack	flat	trap
cat	had	shall	rat	pat	flash	trash
cap	Hal	sham	rag	pad	flap	track
catch	ham	shack	rap	pan	flag	
cab	hat		ran	patch		drag
	hatch	sand	rash		slat	drab
wag	hand	sat	rack	bag	slam	
	hack	Sam	rang	bat	slash	snap
mat	hang	sad		bad	slab	snatch
mash		sash	van	back	slap	
mad	chap	sap	vat	band	slang	stand
match	chat	sack		batch		stab
man		sang	land	bang	crab	stack
map	dash		lap		crack	stag
	Dash	tag	lad	thatch	cram	stamp
fan	Dan	tack	latch		crash	
fat	dad	tap	lash	clap	cramp	scrap
		tad	lack	clam		scratch
nap	gas	tan		clash	grand	
Nat		tam		clang	grab	black
Nan						

Words Containing Short E

red	wet	hen	bell	Fred
rest	well	hem	bed	fresh
	web	help	Ben	fret
men	west		Bess	
met	went	vest	bend	bless
mend			beg	bled
melt	deck	tell	best	
mess	den	ten	belt	speck
	desk	Ted		spend
let			when	spell
less	nest	Shep		
led	Ned	shed	set	flesh
lest	neck	shell	sell	fled
lend	Nell		send	
lent	net	yes		stem
leg		yet	chess	step
	peck	yell	check	stretch
fell	pen		chest	
fed	peg	get		
fetch	pet			

Words Containing Short O

doll	chop	lock	cock	pop
dog		log	cot	pot
Don	moss	lot	cod	pod
dock	mob	long		
dot	moth		sob	clock
	mock	Bob	sock	cloth
top	mop	boss		
tot			hop	frock
toss	fog	shop	hog	frog
Tom		shot	hot	frost
	rob	shock	hod	froth
got	rod			
	rock	not		trod
	rot	nod		trot

flop	cross	stop	blot
flog	crop	stock	block
flock	crock		
			broth

Words Containing Short I

him	thing	fish	slip	stiff	split
hill	thick	fin	sling	sting	splint
hit	thin	fig	slid	stick	
hiss		fill	slit	still	sprig
hip	rich	fib		stitch	spring
hitch	ring	fit	brick		
hid	rip		bring	strip	skin
	rid	chick	brim	string	skip
mill	rib	chin	brig		skiff
miss	rim	chip		swim	skill
	rill		trick	switch	skim
wish		lid	trim	Swiss	skid
will	ship	lip	trill	swing	
win		lick	trip		fling
wick	pin	lit		prim	flit
wing	pig		cliff	prick	flint
witch	pitch	Tim	clip	print	
	pill	tip	click		drip
	pick	tick	cling	spin	drill
	pit	tin		spill	

Words Containing Short U

cuff	hush	luck	run
cup	hut	lung	rush
cud	hum		rug
cut	huff	duck	rub
cub	hug	dull	rung
	hung	dug	
		Dutch	

gum	shut	plum	drum
gun		plug	drug
	chum	plus	
mud	chug	pluck	stuff
much		plump	stuck
mug	cluck		stud
muff	club	bluff	stun
	clutch	blush	stump
tuck	clump	blunt	stung
tub	clung		
tug			struck
			strut

Words Containing Long O

home	rode	woke	drone
hole	rope	wore	drove
hope	robe	wove	
	rove		spoke
bone		note	
bore	yoke		grove
		sole	
tore	shone	sore	stone
tone	shore		store
		chore	stole
mole	vote	choke	stove
more			
	core	smoke	
pole	cove		
poke	cone		

Words Containing Long U

cube	pure	duke
cute		
cure	tune	rude
	tube	rule
mule		

See note on page 156 for the pronunciation of long *u* after different consonants.

Words Containing Long A

late	tame	came	wade	chase	grape	snake
lame	tape	case	wave		grade	snare
lake	take	cake	wake	make	grave	
lane		care		mate		plate
	safe	cave	fade	mane	slate	plane
shade	sale	cape	fare	made	slave	
shake	same	cane				stale
shame	save	Kate	name	pane	crane	stake
shape	sake			pare	crate	state
share		hare	gale	pale	crape	stare
shave	rake	hate	gate	pave		
	rare		gave		flame	blame
date		base	game	whale	flake	blade
dare		bake				
dame		bare	vase			spare
			vane			spade

Words Containing Long I

like	ripe	bite	slime
lime	ride		slide
life	rime	while	
line		whine	drive
	vine	white	
kite			smile
	fire	shine	
mine	fine		stripe
mile	five	spire	strike
	fife	spike	
chime	file	spite	
		spine	
tire	hive		
time	hide	pride	
tide	hire		
tile		tripe	
	nine	tribe	

Further Drill on Final S, ING, and ER. —

black	clap	cluck
blacks	claps	clucks
blacking		clucking
blacker	snap	
	snaps	truck
crack		trucks
cracks	trap	trucking
cracking	traps	
cracker		blush
	scrap	blushing
track	scraps	
tracks		crush
tracking	strap	crushing
flash	straps	flush
flashing		flushing
	stand	
crash	standing	brush
crashing		brushing

Blackboard Work for Review. — All words containing the seven digraphs which have the sound of the first letter

ai	ee	ie	oe
ay	ea		oa

reviewed. Like the preceding review, these words are arranged with the initial and vowel sounds alike, and the final sound different.

Place the above drawing on the board again and go over with the children the rule which you developed when studying the New Blend Work beginning on page 170.

See if many of the lists can be pronounced without the intermediate step of sounding. Call the attention of the children to the fact that they have already sounded these same words, and tell them that the new arrangement is much harder. Try to make them feel that their power to sound new words is growing.

Those who really appreciate that the blending helps their reading will have an intelligent reason for hard work on the daily drills.

Do not forget to review the 66 sound cards often enough to keep them all in mind. Once or twice a week will be sufficient because they are constantly being reviewed in the blending.

Words Containing EE and EA

ear	bee	Dee	pea	steer	plea
eat	beet	deer	peach	steel	plead
each	beech	deep	peat	steep	pleat
east	beef	deed	peal	steed	
eel	bead	deal	peak	steam	sneer
	beam	dean	peer	steal	sneak
see	beast	dear	peep		
seek	beak		peel	stream	veal
seem	beat	keep	peek	streak	
seed	beach	keen		street	leaf
seen	bean	keel	sleep		lean
seat			sleek	wee	least
seal	sweet	spear	sleet	weep	leap
	sweep	speak	sleeve	week	leak
yeast		speech		weed	lead
year	neat	speed	tree	weave	leave
	near		treat	weak	
creep	need	bleat			free
creek		bleak	green	glee	freed
cream	read	bleach	greet	gleam	freak
crease	reap	bleed	Greek	glean	
creak	rear		greed		heat
	ream	chee		meat	hear
wheat	reach	cheer	fee	meal	heal
wheel	reel	cheek	feed	mean	heath
	reed	cheap	feel	meek	heap
	reef	cheat	feet	meet	heel
			fear		
			feast		

geese	tea	dream	three	leading	creeping
	team			leaning	creaking
sheep	tear	clean	flee	leaping	
sheet	teach	clear	fleet	leaving	hearing
sheaf	teeth			leaking	heaping
shear			screen		
			screech		
			scream		

Words Containing OE and OA

oar	soar	load	boat	roe	woe
oat	soak	loaf	board	roar	
oak	soap	loam	boar	roam	goal
		loath	boast	roast	goat
toe	hoe	loan		road	
toast	hoard		moan		throat
toad		groan	moat	coat	
	cloak			coal	
whoa		croak	foe	coach	
			foam	coarse	
float		poach			

Words Containing AI and AY

ail	chair	way	tray	nay	gay
aid	chain	wait	train	nail	gait
air		waif	trait		gain
aim	vail	wail	trail	stray	
	vair	waist		strain	pay
may			play		paid
maid	lay	tail	plait	shay	pail
mail	lain		plain		paint
main	lair	ray		slay	pair
	laid	rain	day	slain	pain
say		rail			
sail		raid			
saint					

clay	bray	hay	stay	gayer	playing
claim	braid	hail	stair	payer	swaying
	brain	hair	stain	grayer	laying
bay				waiter	Maying
bait	pray	fair	Spain	plainer	praying
bail		fail	spray		
	dray	faith	sprain	saying	waiting
snail	drain	faint		paying	mailing
			waits	haying	sailing
	gray		faints	staying	braiding
	grain		paints	braying	painting

In reviewing these words and those which follow, constantly connect each word with its meaning. If you think that any word has no meaning for your particular class, stop to explain it or omit it altogether. Half the value of the blending is lost if it is done mechanically, with no thought of what the words really mean. Great pains have been taken to select valuable words for these drills. Be sure that you make the most of this in working with the children.

Words Containing OO, OW, and OU

Review these sounds and, if necessary, their type words. One of the purposes in review is to absolutely fix each vowel sound by giving concentrated drill on words containing it.

poor	spool	shoot
pool	spoon	hoot
		hoop
loop	stoop	hoof
loom	stool	
loose		tool
	room	too
coo	roof	toot
coop	roost	
cool		

soon	broom	swoon
soot	brood	swoop
fool	noon	moon
food	noose	moose
		moo
		moor

owl	town	now	scour	gown	frown
out	tower	noun	scout	gout	drown
our	towel		scow	shout	
		cloud	scowl	spout	plow
howl	bound	clown		stout	blouse
how	bow		flour	sprout	
house	bow-wow	fowl	flout		shouting
hound		found		pound	pounding
	prow	fount	couch	pout	counting
loud	prowl		count	pouch	growling
	proud	crown	cow	pow-wow	crowding
mouse		crowd			
mount	sour	crouch	rout	ground	pouts
mound	sound		round	grouse	sprouts
mouth	south	brow		growl	scouts
mow	sow	brown	trout		shouts
		down			

Words Containing OR, AR, ER, IR, and UR

Take three lessons for this. Review *or* alone; then *ar* alone; then *er*, *ir*, and *ur*, which have the same sound. Since these five sounds are likely to be confused, they should not be studied together. Have the sound card by you, and in case of trouble show it and at once pronounce it. Fix each one and do not try to have the children associate them. Look back at pages 169, 173, and 175 for devices to use in drilling on *or*, *ar*, *er*, *ir*, and *ur*.

for	York	forks
fork	torch	storks
form		corks
former	nor	
	north	shorter
horse	thorn	sorter
horn		
	storm	forming
corn	stork	storming
cork		
cord	born	sorting
	morn	snorting
sort	morning	
short	thorn	scorning
snort	scorn	scorching
shorter	scorch	

arm	star	far	harm	scar
art	starve	farm	hark	scarf
ark	start		hard	
arch	starch	yard	harp	park
		yarn	harsh	parse
dart	lark			part
dark	lard	sharp	spark	
darn	larch	shark		car
			march	card
tar	bar	charm	marsh	carve
tart	barn	chard	mark	cart
	bark	chart		Carl

curl	her	stir	chirp	verse
curd	herd	stern	chirk	verb
curb	hurt		churl	
cur	hurl	third	churn	purse
curve		thirst		purr
	nurse		spur	pert
	nerve		spurt	perch

firm	burr	mirth	term	urn
first	burn		turf	turn
	burnt	shur		Turk
fern	burst	shirt	sir	
	birth	shirk	serve	whirling
girl	birch		serf	twirling
	bird	skirt	surf	
	berth			burning
				churning

New Blend Work. —

	all	*old*	*ind*	*ight*
Type words for pictures:	*wall*	*cold*	*grind*	*night*

Instead of the pictures, other type words which the children know may be substituted. They will probably know *all* and *old* as words. The *Kendall Primer* has the poem

"Good night,
Sleep tight"

on page 65.

Add *all*, *old*, *ind*, and *ight* to the pack of word endings.

New words to blend:

fall	told	find	tight
tall	gold	mind	bright
call	bold		light
wall		rind	
	old	grind	sight
all	cold		fright
ball	threshold	hind	night
hall	sold	behind	fight
small			
stall	hold	kind	right
	fold	bind	flight
	scold	blind	slight
	mold		might

old
older
oldest

cold
colder
coldest

bold
bolder
boldest

fold
folder

hold
holder

gold
goldfish

scolded
molded
folded

kind
kinder
kindest

blind
blinding
blinded
blinders

finding
grinding
blinding
minding
binding

holding
scolding
folding
molding

smaller
taller
caller
calling
falling

hind
behind
behindhand

lighter
brighter
tighter
fighter

light
starlight
moonlight
sunlight
daylight
lightning

This completes the work of Part 2. If time remains and you do not wish to advance, review those word lists which contain sounds that the children do not perfectly know, or return to any lists you may have omitted. Or take only the slower group and go over much of the work again with them. You will be surprised to see what progress they have made.

Another plan is to put word lists of preceding pages on the board and use the words in sentences.

If children can write well enough let them make word lists of their own as you pronounce the words. Put the first or type word on the board yourself to avoid mistakes in spelling.

PART 3 — A AND B

To be used with the *Kendall Second Reader.*

Work Covered. — 1. Fourteen new sounds: *aw, au, x, j, dg, nk, qu, oy, oi, z, gn, kn, wr, ph,* and drill on words containing them.

2. Review of the one-syllable words of Parts 1 and 2. They are not now arranged

as in Part 1:

hop
top
mop
shop

or as in Part 2:

hop
hot
hod

but with changing vowel sounds thus:

hop
heap
hip
hope
harp

NOTE. — These may be found on pages 208–222. They are arranged alphabetically.

3. New drills arranged in three ways:

(*a*) New and longer words arranged in phonetic lists.

Examples:

funny	market	forest
hungry	velvet	forty
holly	pocket	forget
happy	mallet	forgot
muddy	cricket	forbid
lily		forgave
		forever

(*b*) Words which, while not strictly phonetic, are based on type words that are known.

Examples:

away	field	village
around	niece	cottage
afar	piece	package
afire	chief	message
ashore	shield	voyage
awhile		baggage

(*c*) Words arranged according to their meanings.

Examples:

Mother Goose People	*Things to Do*	*Names of Fish*
Little Boy Blue	jump	perch
Jack Horner	run	trout
Miss Muffet	skip	herring
Jack and Jill	count	cod
King Cole	smile	shad
Margery Daw	paint	pike
	keep still	lobster
		oyster

NOTE. — To fill a word full of meaning is one of the best ways of arousing and sustaining interest.

METHOD OF PROCEDURE

Preliminary Work for the Teacher to Do. — 1. Make sound cards for the 66 sounds taught in Part 1 and Part 2 (see page 114 for complete list), and for the 14 new sounds of Part 3; *gn*, *kn*, *wr*, and *ph* may be omitted.

2. Read enough of the preceding pages to understand thoroughly their phonetic plan, studying especially the eight type lessons of Part 1, and making notes of helpful suggestions that may be of value.

3. Study each section before beginning to teach it.

Difference Between First and Second Year Phonetics. — A great deal of Second Grade time must be devoted to fixing the

new facts presented in Grade 1. This is especially true of phonetics.

Phonetic work is of two kinds:

1. *Knowledge of the tool:* that is, ability to make and recognize the sounds and to blend them into words.

2. *Expertness or facility in the use of the tool.* This is impossible without knowledge, but it implies also practice — enough practice to enable children to use the sounds without conscious thought, so that they become all but automatic.

The work of Grade 1 is mainly the first, while that of Grade 2 is the second.

In Grade 1 sounds are learned; blending is learned; and again and again drill is given with the same sounds and word endings, mainly to fix them in the children's minds, though secondarily also for the sake of practice.

In Grade 2 the character of the work changes. By this time most of the sounds are known; the children can blend; and they recognize at sight the common word endings. They now need to use their knowledge in varied ways, so as to gain complete mastery over it.

Therefore the greater portion of Part 3 is found to be *use of sounds already known*, instead of the presentation of new. A few new sounds are taught. But almost all of the work is drill for facility, not drill to fix new facts. *Keep this distinction in mind in using the material which follows.*

How the Words have been Prepared. — In preparing the lists for Part 3, an effort has been made to give practical reading assistance. The vocabularies of a large number of First and Second Readers have been analyzed, and many phonetic words taken from them. The studies and interests of primary children, and their speaking vocabularies, have also been considered; also their prospective reading needs in the next year or two of school

life in the early work in arithmetic, geography, and literature. From all these sources and several others has come the material.

The aim has been to arrange it in a *logical* and *interesting* way, so that the interest of children using the lists will be sustained, while their power to recognize new words will be constantly increased.

It will be found also that the words grow gradually in difficulty with the growth of phonetic power in the class.

Selective Use of Part 3. — Do not feel obliged to use *all* of Part 3. Select such lists as are adapted to your own class, and omit the rest. A large amount of material is purposely given so that teachers can choose from it what is best suited to their needs.

Using the Hectograph. — If possible make copies of many of the word lists on the hectograph. As suggested on page 8, Note 5, such lists last for years and save the labor of putting columns of words on the blackboard, only to be erased to make room for the next day's lesson.

Choose for hectographing only the most valuable lists. Suggestions are made here and there, but each teacher should decide what is best for her own group.

Hectographed lists reinforce the blackboard work, and give variety and novelty to the daily drills.

Pronouncing, not Sounding. — Because the sounds and word endings are now more familiar, it is wise in the use of Part 3 to train children to recognize and pronounce the words as wholes. Do not teach them, for instance, in the word *nest* to give the sound of *n*, then to pronounce *est*, and last to name the whole word, *nest*. The blending should now be done silently and the word pronounced aloud as a whole, *nest*. If oral blending is discouraged except for occasional words when there is special diffi-

culty, the phonetics will more quickly be of value in silent and oral reading.

Need for Review. — Do not begin the new work of Part 3 too soon. Every class needs to review before taking up anything new, especially after a summer vacation. For a week at least have no new phonetic work. Instead drill on the sounds the children are supposed to know. Play with them some of the word games suggested on preceding pages, and in other ways help them to recall to mind what they have already learned.

Make the first work too easy rather than too hard. Find out where your class is weak. Encourage and praise instead of scolding. When you have awakened interest in word making, give blackboard drill on the following, before taking up the ten new sounds which are introduced on page 198 and the succeeding pages.

PART 3—A

For the First Half of the Second Year.

Some Fables

The Fox and the Grapes

fox	road	thirsty	jump
summer	grape	jump	grapes
day	vine	jump	sour

The Boy and the River

boy	came	wait	river
sent	river	dark	never
town	running	went	sell
sell	sat	home	butter
butter	down	waited	eggs

The Goose that Laid Golden Eggs

man	gold	foolish	cut
had	egg	kill	gold
goose	sold	goose	not
laid	town	inside	inside
			greedy

The Dog and his Shadow

dog	mouth	dog	meat
found	went	bark	for
meat	home	drop	dinner
dinner	saw	had not	greedy
			dog

The Lark's Nest

lark	farmer	ripe	himself
nest	cut	send	nest
ground	wheat	boy	empty

The Wind and the Sun

wind	wind	sun	sat
sun	first	shine	down
strong	cold	hat	under
man	man	man	tree
take	did	coat	rest
off	not	off	and
coat			get cool

Children should know these fables before using the lists. Teachers who are not familiar with them can find them simply told in *The Barnard Language Reader*, described on page 30. After the words have been studied and pronounced, ask children to re-tell the fables, using each word in its arranged order.

Written work: Choose a favorite fable and write it, using the listed words. The words serve as a sort of story outline. The teacher should write on the board any other words which children need to spell.

Ten New Sounds. —

aw — au

Type word: *draw.*

aw = au

New words to blend:

raw	draw	shawl	Maud
saw	drawn	crawl	drawl
thaw		scrawl	fault
claw	fawn	haul	
straw	lawn	hawk	sawing
caw	dawn		crawling
	yawn		drawing

x

Type word: *box.*

Put on the board:

Make the sound of *k*.
Make the sound of *s*.
Now put them together — *ks*.
x sounds like the last part of *books*.

ks = *x*
x = *ks*

New words to blend:

ax	fix	coax	Foxy
wax	mix	next	Loxy
tax	six	index	
flax	sixteen		
	sixty	vex	
box	sixty-three	perplex	
fox	sixty-five		
	sixty-nine		

j — *dg*

Type words: *Jack and Jill, jump, bridge.*

dg = j

j
dg
J

New words to blend:

Jim	just	jacket	badge
Joe	jay	jute	judge
Jack	joke	joy	fudge
	jam	jail	
Jean	jump	jig	bridge
Jill	jar	join	ridge
Jess	jug	jolly	partridge
Joan	jerk		
Jane	June	edge	lodge
Madge	jelly	hedge	dodge
	jaw	pledge	hedgehog
		sledge	

nk

Type word: *trunk.*
New words to blend:

ink	bank	bobolink	shrink	thanking
wink	plank	bobolink	shrank	cranking
pink	thank	spink	shrunk	banking
think	thanks	spank		
link		spink	think	sinker
drink	Frank		thank	pinker
	frank	shrunk		thinker
sink	yank	chunk	clink	banker
clink	drank	bunk	clank	drinker
brink	spank	trunk		
kink	crank	skunk	drinking	blanket
blink		drunk	thinking	trinket
mink	blank	sunk	winking	crinkle
shrink	rank	junk	sinking	sprinkle
chink	sank		shrinking	
	shrank	sink	blinking	
	prank	sank		
		sunk		

qu

Type word: *queen.*
New words to blend:

quick	quote	square	quiver
queer	quake	squaw	quivering
quit	quite	squeak	quacking
quill		squawk	quilting
quaint	quicker	squirm	
quire	quainter	squeal	squirming
quail	queerer	squire	squealing
quack		squint	squeaking
quilt		squirt	squirting
			squinting

oy-oi

Type word: *boy.*

oy = oi

New words to blend:

toy	oil	coin	hoist	oiling	joy
joy	boil	join	moist	soiling	enjoy
Roy	broil		joist	boiling	enjoying
boy	toil	point		toiling	
	coil	joint	Sloyd	broiling	
	spoil		quoits	spoiling	
	soil	pointed		pointing	
		jointed			

z

Teach as the bee sound: *z-z-z.*

New words to blend:

freeze	blaze	baize	quiz	doze
breeze	haze	maize	whiz	froze
sneeze	gaze		whizzing	
wheeze	graze	size		zinc
squeeze	craze	prize	fuzz	zeal
tweezers		baptize	buzz	zone
			buzzing	zigzag

Use also these words which have the *z* or voice sound of *s*:

as	rose	praise	ease	pies	ashes	drowsy
has	nose	raise	easy	cries	lunches	clumsy
	close	use	easily	ties	witches	visit
is	pose	wise	tease	skies	riches	muslin
his	prose		please	tries	dresses	trousers
	chose	pause	cheese	fries	bushes	suppose
these	hose	clause	noise	lies	reaches	surprise
those		cause	noisy	flies	teaches	present
		because	choose	dies	peaches	

Add sound cards for these ten sounds to the 66 already known.

Words Ending in Two Consonants

bump	must	act	brisk	cost	left	felt
thump	crust	fact	risk	lost	theft	belt
lump	dust		whisk	frost		pelt
pump	gust	inch	Frisk		kept	smelt
dump	rust	finch			wept	welt
clump	trust	pinch	film	soft	swept	
plump	just			loft	slept	bench
mumps		milk	wisp	scoff		French
jump	tuft	silk	crisp		desk	drench
	raft		lisp	fond		trench
hunt		sift		pond	went	
grunt	camp	drift	wilt		spent	crest
blunt	lamp	gift	spilt	romp		jest
	damp	swift			help	
tusk	stamp		wind		held	self
dusk	cramp	limp			hemp	shelf
	scamp		flint			
lunch	clamp	mist	print			
munch	tramp	whist	sprint			
punch		fist				
bunch	branch					

These are arranged with the same vowel sound together. Have them pronounced without sounding.

ing, *ed*, and *er* are now added to some of them:

jumping	branching	limping	frosted	camper	helper
humping	camping	sprinting	rusted	damper	jester
dumping	stamping	risking	dusted	scamper	sifter
thumping	clasping	frisking	crusted	hunter	swifter
bumping	acting	pinching	grunted	duster	splinter
pumping			hunted	jumper	printer
		sifted			
		drifted			softer
		misted			rompers
		printed			whiskers

Colors

purple	white	pink	brownish
red	fawn	blue	reddish
green	brown	tan	greenish
black	russet	tawny	lavender
gray	scarlet	drab	rose

Words that Sound like what they Mean

whiz	clang	drum	growl	splash
crack	wind	rub-a-dub-dub	roar	slam
flash	thunder	flap	boom	sputter
ding dong	crash	ting-a-ling	swish	deep
ring	hum	sing	pit pat	jump
bang	murmur	buzz	pitter patter	snap

Stevenson Poems

Take from this list only those which the children know by heart or can read from some reading book. Have the poems recited and let some one point down the columns to each word as it is reached. Read page 29 of the Manual for a discussion of Stevenson.

Bed in Summer			*The Cow*	*Singing*	
in	bed	and	cow	eggs	children
winter	and	not	red	sings	sing
get	see	seem	and	nests	in
up	birds	hard	white	trees	far
at	still	when	cream	sailor	sing
night	hopping	clear	eat	sings	in
dress	on	and	with	ropes	Spain
in	tree	blue	apple	and	with
summer	or	and	tart	things	man
quite	hear	like		in	singing
way	feet	much		ships	in
bed	still	play		upon	rain
day	in	bed		seas	
	street	day			

At the Seaside

when
down
beside
sea
spade
gave
dig
sandy
shore
holes
empty
like
cup
in
hole
sea
came
up
till
it
more

The Wind

toss
kites
birds
like
skirts
wind
day
long
wind
that
sings
loud
song

things
did
but
hid
felt
not
see
wind
day
long
wind
that
sings
loud
song

that
strong
cold
old
beast

tree
or
just
stronger
than
day
long
wind
that
sings
loud
song

Rain

rain
raining
tree
rains
on
here
and
on
ships
at
sea

The Swing

how
like
up
in
swing
up
in
air
blue
think
it
thing
ever
can

up
in
air
and
wall
till
can
see
wide
rivers
and
trees
all
side

till
down
on
green
down

on
roof
brown
up
in
air
up
in
air
and
down

My Shadow

that	before	an	stays	but
in	when	rubber	close	like
and	jump	ball	beside	had
out	into	and	coward	at
with	bed	gets	can	home
and		that	see	behind
can	thing	him	think	and
use	him	at	shame	fast
him	way	all	stick	in
more	likes		that	bed
than	not	got	sticks	
can	all	how		
see	like	children	morning	
like	proper	play	before	
from	children	and	sun	
heels	which	can	up	
up	for	make	rose	
and	shoots	fool	found	
see	up	in	dew	
him	taller	sort	on	
jump	like	way	buttercup	

"The Swing" is in the *Kendall Primer*, page 76.

"The Wind" is in the *First Reader*, page 87.

"Bed in Summer" is in the *Second Reader*, page 30, "Rain" on page 62, and "My Shadow" on page 161.

C Sounded Like S, and G Sounded Like J

C and *g* have the soft sound before *e*, *i*, and *y*. This is a rule in Italian and other languages. It is usually true also in English. Teach in this way:

Put on the blackboard:

ce	*c* before e is sounded like *s*.
ci	*c* before i is sounded like *s*.
cy	*c* before y is sounded like *s*.
ge	*g* before e is sounded like *j*.
gi	*g* before i is sounded like *j*.
gy	*g* before y is sounded like *j*.

Read these sentences with the children. Ask them what the *s* sound and the *j* sound are. Then give at once the new words which follow. Many children cannot get an abstract principle and will need the words to help them understand. Say that "after today" there will be other words to sound which have *c* and *g* before *e*, *i*, and *y*. When these appear remind the children of the different sound. Make sure also that they know they must give the hard sounds of these letters before *a*, *o*, and *u*, as before.

New words to blend:

cent	lace	ice	spruce	fence
center	face	nice	Bruce	since
cell	place	price	force	quince
	Grace	slice		prince
ounce	grace	mice	sauce	princess
pounce	pace	spice	saucer	peace
bounce	race	splice	saucy	pincers
flounce	space	rice	mercy	fleece
jounce	brace	twice	city	
prance		dice	circus	sentence
whence	voice		cinders	
hence	choice		Cinderella	
pence			circle	

gill	age	angel	margin	hug	jug
germ	stage	arrange	magic	huge	judge
gem	gage	ginger	ledger		
Gyp	sage	lounge	porridge	sing	lung
gentle	large	change		singe	lunge
gently	huge	range	sag		
		stranger	sage	brig	dog
age	edge	grange		bridge	dodge
cage	hedge		gag		
page		danger	gage	drug	rag
rage	plunge	stranger		drudge	rage
charge	fringe	manger	stag		
barge	hinge		stage	bug	bag
forge				budge	badge
urge			wag		
surge			wage		leg
					ledge

Review of the One-syllable Words already Blended. — This is a review principally of vowel sounds. The words are arranged in lists having the first and last sounds alike and only the central vowel sound different.

In preparing for these drills, have all the vowel sounds now known in a separate pack and drill upon them daily just before taking up the new words. The sounds used are:

a	ai	oe	ar	oo	ou
e	ay	oa	er	oi	ow
i	ee	ue	ir	oy	
o	ea		or	aw	
u	ie		ur	au	

and the long vowel sound before *final e.*

Do not use these lists until all of the above sounds are known to every child. Take up singly the ones which give difficulty. Look back to the pages where these were first developed. Go over some of the words there found, which contain them. Only

when the sounds are well known can the lists be profitably used. For since the words are chiefly old ones, the new ability to recognize vowel sounds is the thing to aim for.

In a general way the words are arranged in alphabetical order. Under many of the consonant headings, come words beginning with one consonant followed by those beginning with two and three.

Thorough drill on these review lists will be of great value in the reading work.

NOTE. — These lists contain about 2000 words.

WORDS BEGINNING WITH A

am	aft	aid	ace	apt	ape
ash	apt	ail	arm	adz	aye
an	Alps	ark	art	ax	
at	all	age	arc	awe	
add	ate	air	arch	awl	
and	aim	ale	auk	act	

WORDS BEGINNING WITH B

boy	barn	belt	back	bead	big
bay	burn	bit	bark	bide	bigger
boo	burner	best	bake	bird	beg
bow	born	bite	beak	board	berg
bow wow	bunny	bait	buck	bad	bog
be	banner	Bert	bunk	bud	bug
bee		boast	bank	beard	buggy
by	boot	boost		band	bag
buy	beet	baste	bench	bed	baggy
	boat	burnt	bunch	bend	
bin	bet	burst	beech	bid	bail
bun	better	beast	birch	bound	bell
Ben	but	bat	batch		bill
Benny	butter	batter	beach		bale
bone	beat	bent	botch		boil
bean	beater				boiler

bar	booth	Bob	Bess	beam	badge
burr	berth	bib	bossy	boom	badger
beer	birth	barb	boss	bump	bang
boar	birthday	babe	bass		
bare		Bab	bus		buff
		bulb	base		beef
black	bless	blunt	broke	bred	bran
blacker	blest	blot	brink	breed	brain
Blacky	bliss	blotter	brakes	brood	brown
bleak	blouse			bride	browner
blank		blame	brag	brand	
blink	blade	bloom	brig	braid	brim
blocks	bleed		bridge		broom
	bled		bring	branch	
	blond			brooch	breeze
					breezy

Words Beginning with C and K

cow	Kate	kiss	catch	cab
coo	cote	case	catcher	cabin
coy	cute	coarse	coach	cub
cry	coat		couch	cube
caw	kite	keep		curb
cue	cart	keeper	card	cob
	cat	kept	kid	
cone	kit	cap	cud	
corn	kitty	cup	cod	
can	cot	cape	curds	
coin	cost	coop	cord	
kin	cut	camp		
cane	count	carp		
corner	caught	cooper		

cake	coal	cure	clown	click	clip
kick	kill	cur	clean	cloak	clap
cock	keel	care	cleaner	clock	clamp
cork	Carl	car	clan	clerk	clump
coke	curl	core		clank	
kink	coil		clam	cluck	clay
	cool	curve	Clem	cleek	clue
	cooler	cave	claim	clack	claw
		cove			
		carve			
		carver			

cloud	cling	cram	creek	crisp	crotch
cloudy	clang	crumb	crack	crops	crutch
clod	clung	crime	crock	crimp	crunch
clad		cream	croak	creep	crouch
	Clare		creak	crept	
cliff	clear	crash	crank	crape	
clef	clearer	crush	cracker	craps	
				cramp	

crab	crate	cross	chat	chard
crib	Crete	crosser	chatter	chowder
		cress	cheat	
crown	cried	crust	chest	
crane	crowd	crease	chart	
croon		crest		
		criss-cross		

chop	cheek	chime	chase	chin	chair
chip	choke	chum	chess	chain	chore
chirp	check	chump		churn	char
chap	checkers	charm		chill	cheer
cheap	chock	church		chilly	cheery
cheaper	chunk				
	chink				
	chick				

Words Beginning with **D**

day	Don	desk	deal	dot	dish
Dee	Dan	deck	dealer	date	Dash
doe	Dane	Dick	dull	dust	dash
daw	dine	dark	duller	dart	dasher
die	dinner	darker	doll	dent	
dye	den	duck	dell	dirt	dad
due	darn	duke	dill	dirty	daddy
dome	down	dike	doily		did
dame	din	dusk			deed
dime	dawn	dock			dude
dumb	downy				dyed
dim					died
dimmer					

deer	damp	dog	doze	drum	drag
dare	deep	dug	daze	drummer	drug
dear	deeper	dig	dizzy	dream	dregs
dearer	dump			dreamy	
	dip	dive	drip		
ditch	dipper	dove	drape		
Dutch		Dave	droop		
			drop		

drill	drive	drone	drake	draw
drawl	drove	drench	drink	dray
drool		drain	drank	dry
		drawn	drunk	
		drown		

Words Beginning with **E**

egg	elf	eel	eat	else
end	elves	eke	ease	err
ebb	east	eaves	eve	ell
etch	ear	edge	elk	
	each		elm	

Words Beginning with F

fine	fear	feet	fell	fade	foam
fin	fare	fight	fill	fed	farm
fun	far	fighter	file	feed	farmer
funny	fir	fit	fail	fad	firm
fern	fire	fat	feel	food	fume
fan	fair	fate	feelers	fond	fame
fawn	fur	fact	furl	found	form
	furry	fist	fowl		
	fairy	faint	fool	fig	fob
	for	fainter	felt	fog	fib
		feast	foul	foggy	
		first			
		fount			
		font			
		fort			
		fault			
fez	fuss	flop	flash	fling	flit
fuzz	fussy	flap	flesh	flung	flint
fuzzy		flip	flush		flaunt
furze	fish				flight
	fisher	flock			flute
fix	fishy	flake			fleet
fox					float
					flat
					flutter
fret	Fred	frill	Frisk	froze	free
fright	freed	frail	Frisky	freeze	fry
frost	fried		Frank		fro
frosty			frock	from	
			freak	frame	.

Words Beginning with G

girl	goat	gang	goose	glad	gleam
gull	get	gong	geese	glide	glimpse
gale	got		gas	glade	gloom
goal	gate	gown			gloomy
	gust	gun	gag		
game	gift	gain	gig		glee
gum	gout				glue
	gait	gaze			
	gaiters	gauze			
	gutter				
ground	green	grist	growl	grove	grease
grand	grin	grunt	grill	groove	greasy
grade	grain	greet		grave	grouse
greed	groan				

Words Beginning with H

hill	hod	hem	hunt	hatch	hack
Hal	hid	home	hunter	hitch	hark
hale	hide	hum	hut	hutch	hunk
hull	heed	harm	hint	haunch	hawk
heel	had	ham	hat		
howl	hard	him	hot	hip	how
hail	harder	hammer	hotter	heap	hay
heal	hound		hate	hop	ho ho
haul	herd	hash	heat	hope	haw
hole	hand	hush	heater	harp	he
hurl	handy	harsh	hoot	hoop	hue
	held		hoist	help	hoe
hare	hoard		hit	hemp	
hair			hurt	hump	
here			haste		
hear					
hire					
her					

hiss	hang	hive	huff	hog	hen
horse	hanger	heave	hoof	hag	horn
house	hung	hove		hug	
hoarse					

Words Beginning with I

in	ilk	ice	if
it	imp	irk	ill
its	inch	ink	
itch	ire	inn	

Words Beginning with J

jam	Jack	just	Jill	June	jig
Jim	Jacky	jet	jail	Jean	jug
Jimmy	joke	jute	jailer	Jane	jog
jem	jerk	jot		join	
jamb	jerky	joint	jeer		jay
		jest	jar	jib	Joe
	Jap			job	jaw
	Jip				joy
	jump				

Words Beginning with L

lake	latch	loss	lame	lean	leaf
lick	larch	lease	lime	lane	leafy
lock	leech	loose	loam	line	life
lack	lunch	looser	loom	lone	loaf
luck	launch	less	lamb	lain	leave
lucky	lurch			loan	
leeks		long	ledge	lawn	
lark	leap	lung	lodge	loon	
link	lap	length	lodger		
leak	lip				
lurk	loop				
like	lump				
	lamp				
	limp				

lash	lad	led	late	lag	lie
leash	ladder	lend	lute	log	law
	lid	lent	let	leg	loo
	laid		lot	lug	lo
	lead		lit		lay
	leade		light		lea
	lied		lest		lee
	load		lift		lye
	lord		lost		
	loud		left		
	lard		least		
	land		letter		

Words Beginning with **M**

man	might	much	made	mouse	meal
men	mint	match	mad	mousy	mill
mane	moist	march	maid	mess	miller
mine	mat	munch	Maud	miss	male
mean	mitts		mend	moss	mile
meaner	mate	mop	mound	mossy	mule
main	must	map	mud	muss	mole
moon	met	mope	muddy	moose	mail
moan	melt	mumps			
morn	moat				
	meat				
mash	mist				
mush	matter				
mesh	mite				
marsh	meet				
marshy					

make	more	moo	mug	mouth
mock	mar	my	Meg	mirth
meek	mare	mow		myth
mink	mire	may		moth
mark	mere	me		
milk	moor			

Words Beginning with N

nine	nut	neck	nod	north	nay
Nan	neat	nick	Ned	nor	now
noon	neater		need	nearer	new
noun	Nat	nap		nerve	
nun	not	nip	nail	nurse	
	note		Nell	noose	
	night			Norse	
	net				
	next				
	nest				

Words Beginning with O

on	off	oats	oil	ounce
odd	ore	oaf	or	ox
oust	oar	oak	out	
oath	ope	our	oft	
old	ode	owl	ooze	

Words Beginning with P

pail	penny	pit	power	peck	peach
pill	pun	pat	pore	pink	pitch
pile	pin	pitter	par	pike	pitcher
pole	pine	patter	pare	pick	patch
peel	pen	pet	pure	pack	poach
peal	pan	putt	peer	peek	poacher
pale	pane	peat	purr	poke	perch
pool	pawn	part	poor	park	pouch
Paul	pain	pot	poorer	punk	punch
		potter	pair	peak	parch
pig		punt	purse		pinch
peg		paste			
pug		point			pie
		pert			pay
		pout			paw
		paint			pow wow
		pest			pea

paid
pound
pod
pied
pond
pad
powder

ping
pong
pung

pup
puppy
pop
popper
pipe
peep
pope
pump

platter
plot
plate
pleat
plight
plait
plant

play
plow

plum
plume
plump

pluck
plucky
plank

plan
plane
plain

print
prompt
prune
prong
prink
prick

pride
proud
prod
pried

Words Beginning with Q

quack
quick
quicker
quake

queen
queer
quire

quit
quite
quote

quill
quilt
quell
quail

Words Beginning with R

red
rid
ride
rod
rode
rude
reed
read
reader
road
round

rich
richer
reach
roach

rule
rail
rill
reel

rib
rub
Rab
robe
rob
robin
robber

roar
rare
rear

roof
ruff
reaf

rain
rainy
ran
run
rinse

rest
right
roost
rot
rat
rate
rut
roast
root
rust
rusty

room
roam
ream
ram
rim
rime
rum
Rome

rush
rash

rack
rake
rock
rocky
rick
rink
rank

risk
rusks

rip
ripe
rope
reap
romp
rap

ring
rang
rung

rag
rig
rug

Roy
rye
rue
raw
roe

Words Beginning with S

sun	sick	sail	sad	set	soap
sunny	sicker	seal	side	sight	sup
sin	sock	sill	sod	sort	supper
seen	soak	soil	suds	seat	sip
sane	sack	sell	seed	sit	sap
soon	sake	sale	sound	sat	
sooner	suck	sole	sand	soot	sang
	samp	silly	send	soft	sung
safe	sink			sift	sing
surf	sank		seem	saint	song
	sunk		Sam		singer
	silk		sum		
			seam		
			same		
saw	sir	save	skate	Scotch	skip
see	sire	serve	Scot	sketch	skipper
Sue	soar		scatter		scamper
so	sour	skin	scant	skim	scalp
say	sore	scone	scoot	scum	scoop
sea		scan	skirt		
		scorn	scout	skiff	
				scuff	
				scarf	
skid	scar	slat	slam	slap	sled
scud	scare	slate	slim	sleep	slid
	score	slit	slime	sleepy	slide
scale	scour	slot	slum	slept	Sloyd
skill		slight	slump	slip	
scowl		sleet		slop	
skull			slash	sloppy	
			slosh	slope	
			slush	sloop	
			slushy	slippers	

sling	smock	smile	snake	snail	snore
slung	smoke	smell	sneak	snarl	snort
	smack	smelt	sneakers	snarly	snare
Slav					sneer
slave		smut		sniff	
sliver		smart		snuff	snip
sleeve					snap
spin	spout	spade	speck	spell	spur
spun	spurt	sped	spark	speller	spare
spine	spit	speed	spike	spelt	spear
Spain	spite	spied	speak	spill	spire
spoon	spot		spoke	spilt	
spend			spank	spoil	
spent			spook	spool	
stork	stone	stab	steep	stiff	steal
stick	stain	stub	steeper	stuff	stole
sticky	stun		step		still
stack	stern	storm	stoop	stitch	stilts
stake		stem	stop	starch	stale
stock		steam	stump		style
stuck		steamer	stamp		steel
					stool
					stile
sting	stove	start	swam	sweep	swing
stung	starve	stout	swim	swept	swung
	Steve	state	swimmer	sweet	
store		stint		sweeter	swish
star		stunt	swell	swoop	switch
stare			swill		swift
steer					
stir					
stair					

scratch	straw	spring	squaw	shin	ship
scrap	strap	sprang	squeak	shine	shop
scrub	strand	sprung	squeaky	shone	Shep
scrape	stretch	sprint	squirm	shun	sheep
scream	strip	sprain	squeeze	shorn	sharp
screen	string	sprig	squire		shape
screech	strung	sprawl	square	shade	
scrawl	strong	sprout	squawk	shad	short
	strange	spray	squab	shed	shot
	strut		squad	shod	sheet
	stripe	splash	squint		shut
	stream	split	squeal	shock	shirt
	strain	splint		shack	shoot
	street		share	shark	
	strength		shore	shake	
	strike		sure	shuck	
	stray		shears	shirk	
	struck		shire	shank	
	stroke		shirr		
shelf	sham	shawl	shoo	shrink	shrill
sheaf	shame	shall	shy	shrank	shrub
		shell	she	shrunk	

Words Beginning with T

teach	teeth	tell	tick	tight	ten
teacher	tooth	tale	tock	toot-toot	turn
torch		till	tack	tent	tone
	team	tile	take	tit	tin
tare	tam	tool	Turk	tat	tine
tore	tame	tail	tank	taste	tan
tire	Tim	toil	tuck	toast	tune
tar	Tom		tusk	tut-tut	town
tower	Tommy	top		test	
tear	term	tap		tempt	
turf	time	tape		tint	
		tip		tot	
		type			

tea	tad	toss	tub	tramp	trot
toy	Ted	Tess	tube	tripe	trust
toe	tide			trip	treat
tee	tied	tag	trick	trap	trout
too	tend	togs	track	trump	
tie	toad	tug	truck	troops	
			trunk		
			trek		

trench	tree	trade	twin	thank	thrush
train	try	tried	twist	think	thrash
	true		twig	thick	thresh
trill	tray		twine	thicker	thrift
trail			twirl	thin	throne
				thinner	throat
					three

Words Beginning with U

us up use urn urge

Words Beginning with V

vote	vat	vase	vine
vest	vault	verse	vane
	veal	vex	van
			vain

Words Beginning with W

win	wag	wipe	wait	wire	wave
winner	wig	weep	wet	wore	weave
wine	wing	wisp	wetter		wove
wind			went	week	
	Will	wade	wit	wake	wax
wife	will	wide	wilt	woke	waxy
waif	well	width	wert	wick	
	wail	wed	waist	wicker	
		weed	waste	weak	
			west	wink	

we	whale	whiz	wheat	when
wee	while	wheeze	whet	whine
woo	whirl		white	
woe	wheel			
Wye				

Words Beginning with Y

yarn	yell	yes	yet	yoke	yard
yawn	yule	yeast	year	York	

Words Beginning with Z

zip	zigzag	zinc

The children have now reviewed for the last time the short words which must be used for early blending. From now on the sounds are used in longer combinations. Two and three syllable words, even longer ones, will be found on every page. Faithful practice on the work which comprises the rest of Part 3 will produce good readers by making blending easy.

PART 3—B

For the Second Half of the Second Year.

More ING Words

slipping	staying	canning	Thanksgiving	pawing
slamming	squinting	matting	dragging	thawing
begging	thanking	planning	leaning	yawning
dropping	boiling	pinning	locking	hauling
stopping	cleaning	shelling	morning	curling
hitting	sweeping	shilling	shearing	seeing
cutting	dusting	freezing	smarting	hearing
hooting	scorching	roasting	threshing	smelling
counting	sleeping	boiling	lodging	handling
waiting	playing	cooking	tempting	keeping
pounding	jumping	pinching	weeping	popping
cheating	singing	petting	rocking	cunning
shouting	ringing	blotting	growling	saying
pointing	bringing	fitting	gathering	speaking
floating	swinging	trotting	dawning	bumping
painting	clinging	nodding	darling	pumping
tending	springing	wetting	whirling	spelling
charming	pattering	rotting	whisking	reading
twisting	whipping	strutting	tickling	camping
acting	clanking	ending	tucking	laying
starting	dodging	digging	limping	paying
lifting	shocking	rubbing	backing	dumpling
reaching	stocking	rapping	tacking	dipping
smashing	robbing	stepping	shooting	chopping
tossing	hopping	fanning	wedding	falling
mixing	bounding	grinning	rocking	hanging
brushing	sprouting	hemming	shopping	creeping

marking	sprawling	wagging	skimming	trotting
spilling	railing	trembling	fleeting	stitching
joining	sprinkling	humming	dwelling	pudding
swelling	twinkling	tumbling	screaming	weeding
limping	dimpling	cooing	struggling	kicking
frowning	gleaming	munching	getting	ticking
sawing	blinking	pouncing	reaping	
burning	bobbing	sitting	teaching	
drowning	cracking	whirling	reaching	
dreaming	crackling	tugging	sparkling	

More Words Ending in ER

burner	dasher	harder	marcher	reaper	tender
batter	darker	herder	miller	rompers	teacher
better	dealer	helper	marker	ringer	winner
butter	duster	hanger	milker	redder	wetter
beater	dipper	jester	nearer	river	wicker
boaster	deeper	juggler	neater	robber	chatter
boarder	duller	jumper	number	softer	quicker
barber	damper	lodger	pitter	sifter	cheaper
boiler	fairer	ladder	patter	sicker	checkers
bigger	fighter	leaner	packer	sinker	thunder
blubber	fainter	locker	pointer	sister	thinner
counter	further	latter	painter	sadder	thicker
canner	farther	leader	pitcher	setter	thinker
corner	feelers	lawyer	powder	settler	shutters
carter	former	lender	picker	singer	shorter
catcher	farmer	logger	pinker	silver	shooter
keeper	firmer	looser	popper	sooner	shower
cooper	gaiters	letter	poorer	sourer	sharper
camper	gunner	litter	power	server	bluster
kicker	gutter	lifter	purser	seller	blacker
curler	hunter	lumber	quiver	temper	blotter
carver	hotter	mixer	reader	toaster	browner
dinner	harsher	meaner	rocker	tighter	brooder
dimmer	harper	matter	rooster	tower	broiler

brisker	fresher	slumber	tramper	usher	beaver
clatter	gleaner	smarter	trainer	ever	monster
clutter	gladder	sneakers	splinter	never	moister
clearer	grander	sputter	strainer	September	panther
cluster	platter	speaker	streamer	carpenter	amber
cracker	planter	speller	squealer	boxer	ginger
crosser	plumper	sticker	squirmer	cobbler	aster
crisper	preacher	stagger	twitter	suffer	cinders
creeper	printer	steamer	blunder	rubbers	
cruller	prouder	stopper	Easter	finger	
drummer	pricker	steeper	embroider	hammer	
dropper	scatter	stouter	banner	antlers	
flatter	skimmer	swimmer	enter	messenger	
flutter	skipper	sweeter	temper	minister	
flipper	sliver	sweeper	oyster	order	
flower	slipper	swifter	chowder	border	

Nearly 500 words are given in the two lists of *ing* and *er* words. Some of them have appeared before, but most are new. Give enough drill on final *ing* and *er* here to fix it. Discuss the meanings of the words and have them used. These lists are good ones to hectograph.

Words Ending in ER and EST

Add *er* and *est* to each of the following:

big	firm	rich	thick	gruff	odd
cool	hot	sick	thin	prompt	old
dim	hard	soon	black	smart	strong
dark	loud	sour	pink	steep	dull
dull	lean	vain	brown	stiff	sad
dear	mean	wet	green	sweet	glad
deep	mad	weak	clean	swift	grand
damp	meek	quick	clear	tight	bitter
faint	neat	cheap	cross	light	slender
fat	near	queer	crisp	bright	
fond	poor	short	flat	soft	
fair	red	sharp	fresh	tall	

Use for written work. Explain to the children that a word ending in one vowel and one consonant doubles the consonant before *er, est,* and other endings beginning with a vowel. Then give the above words out one at a time, and let different children go to the board and write them { *big* / *bigger* / *biggest* } while you and the class watch.

Y at the End of a Word of More than One Syllable

Y at the end of a short word like *my,* or *fly* has the sound of *long i,* as has been shown on page 175. In longer words, final *y* has the sound of *short i.* Here are some of the two-and-more syllable words which end in *y:*

berry	dainty	handy	monkey	sooty	shaggy
boggy	dizzy	jelly	mousy	sorry	shabby
buggy	dummy	jerky	mealy	silky	breezy
baggy	empty	jolly	milky	seedy	cloudy
birdy	fairy	kitty	oily	sandy	creamy
beefy	fussy	leafy	puffy	silly	cranky
bossy	funny	lily	penny	sunny	crusty
bunny	fleecy	lengthy	putty	saucy	crispy
candy	ferry	lumpy	pantry	tardy	creepy
carry	furry	lucky	plucky	turkey	dreamy
city	foggy	lofty	party	very	dreary
curly	foamy	leaky	pity	windy	fluffy
dairy	fuzzy	mighty	piggy	waxy	fleecy
dolly	fishy	misty	plenty	weary	frosty
downy	goosy	moisty	puppy	weedy	frisky
dusty	gypsy	mercy	poppy	cherry	gloomy
dirty	happy	marshy	rainy	chilly	glossy
doily	holly	muddy	rusty	cheery	greedy
daddy	hilly	merry	roomy	chimney	greasy
dusky	hungry	mossy	rocky	shanty	plucky

plenty	powdery	Henny	berry
skinny	silvery	Penny	blackberry
slouchy	battery		blueberry
slushy	cannery	Ducky	huckleberry
sloppy	rockery	Lucky	strawberry
sleepy	slippery		cranberry
smithy	dainty	Goosy	mulberry
snappy	twenty	Loosy	elderberry
sneaky	thirty		
sticky	forty	Turkey	Fanny
starry	fifty	Lurkey	Teddy
steamy	sixty		Tommy
stormy	angry	Foxy	Bobby
study		Loxy	Billy
snarly	property		Betty
trolley	liberty	Humpty	Polly
tricky		Dumpty	Molly
trusty			Freddy
thrifty		Blacky	Bessy
thirsty		Frisky	Dolly
scratchy			Benny
squeaky			Jacky
rowdy			Jimmy

Words Ending in LY

brightly	ugly	yearly	speedily	gaily
tightly	merely	freely	greedily	daily
lightly	timely	sickly	scarcely	singly
proudly	quickly	prickly	merrily	gently
partly	dimly	likely	happily	oily
hardly	flatly	unlikely	handily	sternly
nicely	burly	neatly	charmingly	stately
finely	poorly	lately	frankly	gladly
sadly	softly	harshly	humbly	surly
badly	soundly	luckily	nimbly	curly
eagerly	briskly	unluckily	feebly	sweetly
nearly	plainly	family	simply	bravely

fairly	clearly	loudly	boyishly	sisterly
mainly	crossly	newly	foolishly	elderly
plainly	queerly	truly	carelessly	bitterly
saintly	costly	coarsely	fearlessly	suddenly
faintly	meanly	cheaply	helplessly	entirely
quaintly	richly	darkly	faultlessly	extremely
queenly	wobbly	deeply	properly	evidently
seemly	manly	weakly	cleverly	terribly
meekly	lonely	rudely	tenderly	possibly
freshly	hardly	strangely	slenderly	impossibly
	swiftly	promptly	mannerly	

Words Ending in LE

apple	gobble	purple	uncle	whittle
ankle	handle	paddle	wiggle	brittle
bubble	huddle	pebble	waggle	stumble
bottle	hobble	puddle	wobble	scramble
beetle	humble	puzzle	chuckle	bramble
bundle	jumble	rattle	cripple	straggle
battle	juggle	ramble	crackle	startle
buckle	joggle	ripple	prickle	prattle
bumble	kindle	riddle	scuffle	stubble
candle	kettle	ruffle	shuttle	trundle
curdle	little	rumple	steeple	example
cuddle	muzzle	rumble	spindle	tingle
cattle	muffle	settle	speckle	mingle
cackle	marble	sickle	sparkle	jingle
circle	mantle	single	stopple	shingle
dimple	meddle	sample	trickle	bangle
dazzle	middle	simple	struggle	tangle
dawdle	nibble	saddle	twinkle	dangle
dabble	nettle	turtle	grumble	possible
eagle	noodle	tittle	crumple	impossible
feeble	nimble	tattle	shuttle	terrible
fiddle	nozzle	tackle	thimble	cock-a-doodle-
gentle	needle	tickle	freckle	doo
giggle	pickle	tinkle	tremble	tweedle dee
goggles	people	temple	sprinkle	

The three lists just given consist of nearly 700 words ending in *y*, *ly*, and *le*. All of these words are met in reading books and elsewhere. If hectographed and studied from the standpoint of their meanings, they will be exceedingly helpful.

Hectograph also the lists of Indian, Eskimo, and Dutch words which follow. The children will enjoy sounding them, especially if they have studied about children of those lands.

Indian Words

red man	hides	tent	white	trail
red men	buckskin	tepee	blue	race
tribe	skins	blanket	fringe	run
brave	rawhide	fire	quills	whoop
squaw	leggings	fire sticks	belt	scalp
pappoose	moccasins	pots	shells	tomahawk
hunt	fur	kettles	pine trees	drum
hunting	antlers	cups	cedar	beat
hunted	horn	flint	cones	pound
meat	bone	stone	firs	rattle
rabbit	traps	clay	larch	skees
badger	quiver	pottery	birch bark	stone ax
deer	sheep	mats	forest	carve
beaver	herd	braided	moss and rushes	smoke
eagle	goats	beads		peace pipe
birds	dogs	paint	sage brush	feast
owl and owlet	horses	painted	plain	feasting
fox	pack horse	red	roots	legend
game	camp	black	reeds	happy hunting ground
snares	camp fire	green	corn	
nets	lodge		beans	

Eskimo Words

Eskimo
children
Ninoo
Lapland
north
north pole
arctic
long night
long day
winter
frost
drift
ice
ice pack
ice cap
ice blocks
iceberg
darkness
storms
skees
land slide
igloo
dog house
stove
stone lamp
wick
moss
stone pots
bone needle
fur coat
birdskin shirt
deerskin shirt
sealskin boots
deerskin stockings
rabbitskin stockings
foxskin trousers
deerskin trousers
hunt
fox
deer
otter
musk ox
arctic hare
blue fox
skin
fur
tusks
traps
coonskin
sea birds
gulls
auks
loons
bird net
whale
whale oil
blubber
fish
boat
kamik
fur boat
spear
harpoon
line
float
drag
seal
seal hole
seal oil
dog
dog team
leader
sledge
ice sled
drag
harness
traces
lines
whip
whip lash
whip line
rawhide
summer
tent
poppy
thaw

Dutch Words

Dutch
wind
windmill
sea
dike
stones
sand
pump
winter
freeze
skate
ice
ice boat
ice sports
sleds
frost
houses
brick
stones
tiles
flowers
bulbs
pots
thrift
thrifty
neat
clean
rub
scrub
scour
stork
market
market place
milk
cheese
butter
cows
sheep
buttermilk
cream
eggs
rusks
carve
flax
spin
weave
weaver
cloth
loom
rings
ear rings
necklaces
caps
bonnet
house boat
barge
yoke
cart
milk cart
dogs
harness
church
Pilgrims
Hans
Gretchen
Amsterdam
Rotterdam

GN, KN, WR, AND PH

Tell the children that *g*, *k*, and *w* have no sound (are silent) before *n*, and that *ph* = *f*. Then drill on the words.

gnat	knock	wrong	phonics
gnaw	knocker	wring	phonetics
gnome	knocking	wrung	Philip
gnash	knob	wrap	phlox
gnarl	knife	wrapper	phiz
sign	kneel	wren	telephone
	knelt	wretch	telegraph
	knack	wriggle	sphere
	knee	wrist	elephant
	knell	write	alphabet
	knit	wrote	geography
	knitting	wreck	dolphin
	knuckle	wrinkle	sulphur
	knot	wreath	camphor
	knot-weed		atmosphere
	knapsack		
	knight		
	knightly		

WORDS ENDING IN ET

market	socket	tippet	ringlets	target
velvet	forget	jacket	garnet	ticket
pocket	trumpet	hatchet	bracket	banquet
mallet	russet	millet	magnet	signet
cricket	scarlet	bucket	trinket	leaflet
toilet	thicket	garret	racket	
helmet	gimlet	musket	inlet	
blanket	rocket	junket	outlet	

Be careful to pronounce final *et* as *et*, not *it*.

Words Ending in LESS and NESS

unless	needless	sickness	dullness	coolness
endless	careless	weakness	dizziness	thickness
groundless	useless	likeness	sauciness	sweetness
tireless	harmless	illness	silliness	swiftness
lifeless	homeless	neatness	sleepiness	foolishness
noiseless	helpless	nearness	happiness	carelessness
powerless	wireless	sadness	rudeness	fearlessness
heedless	spotless	stiffness	wilderness	helplessness
restless	treeless	lameness	darkness	greediness
reckless	sunless	meanness	harness	usefulness
fearless	hatless	tightness	ugliness	
painless	capless	witness	gladness	
blameless	penniless	stillness	quickness	
		sharpness	fairness	

Words Ending in ISH

foolish	punish	publish	polish	astonish
selfish	punishment	banish	rubbish	diminish
finish	Spanish	furnish	tarnish	establish
famish	boyish	burnish	Turkish	accomplish
varnish	girlish	vanish	brownish	outlandish

Words Ending in IC

attic	republic	comic	rustic	frantic
magic	arctic	frantic	artistic	gymnastics
frolic	tropic	public	relic	
angelic	panic	critic	mimic	

WORDS BEGINNING WITH THE 18 SYLLABLES:

ab	an	com	dis	in	pro
ad	ap	con	ex	per	re
al	at	de	for	pre	un

absent
abrupt
abbot

add
adder
adore
address
admit
admitted
adverb
adopt
advice
admire
adventure

allow
alcove
alloy

annoy
antics
announce
annex
anvil
anecdote

appear
appeal
approach
appoint

apple
applaud
appendix

attend
attic
attempt
attack
attach

complain
complaint
complete
command
commanded
commander
compound
combine
comic
comet
commit
compete
compel
commend

concert
conceal
contain
consider
contract
confess

content
contented
continue
continent
concave
contest
concern
consume
consult
concrete
confide
contrive
contribute
confine
convent
confirm
consume
conflict
construct
connect
console
conspire

delight
delighted
delightful
delay
delaying
destroy
decay
depend

descend
deceive
December
decide
decided
depend
devour
decrease
defect
detail
device
debate
demand
demure
deportment
defend
detain
detect
degree
defeated

dislike
disturb
disgust
dismay
dispute
disappear
disappoint
disappointed
disappoint-
ment

discharge
disgrace
dismiss
disorder
display
distrust
dispatch
distinct
disinfect
discontented

explain
explaining
expect
excuse
extremely
extreme
except
excite
excitement
excellent
exclaim
excel
exchange
expire
exhale
exert
exercise
expand
extend
extent

explode
expert
express
example

forget
forgot
forgetful
forgetfulness
forlorn
forty
forbid
forsake
former
formerly
forest
forgave
forgiving
forever
forsake

inquire
indent
inland
inlet
inside
indeed
interpret
interfere
invite
invent
invest
insane
increase
instant
inflame
indicate
industry

infect
interest
interesting
index
incline
intend
include
infer
inherit
inning
inner
inform
infirm
insect
inspect
inspire
insult
instruct
insure
intellect
intend
intent
instinct
interfere
incorrect
inhale
insist

perceive
percale
per cent
perfect
perchance
perform
perfume
perhaps
permit
perplex

persuade
pervade
perspire

pretend
prevent
prefer
prepare
precede
precise
prepay
pretext
prevail
preserve

promote
promoted
produce
pronounce
protect
proceed
proclaim
provoke
professor
prolong
profess
prohibit
provide
pronoun
program

recess
rejoice
repay
rebuke
receive
recite
recline

record
redeem
relate
regard
remark
remember
renew
repeat
repair
respect
report
reporter
repent
require
request
relapse
respond
regret
reflect
release
repose
reprove
refresh
republic
restore
retire
reveal
reply
replied
revive
reduce
reform
return
reproach
Paul Revere

until
unless

unlucky
under
unhappy
uncivil
understand
undertake
underline
underneath
unharness
unravel
unfit
untie
untied
unload
underground
untwisted
unjust
unbend
unbraid
unchain
unclean
unfit
unhurt
unlatch
unlock
uncoil
undress
unlace
unloose
unpack
unripe
unsafe
unfair
unending
unbending
unpaid
unpin
unseen

unseal	unwilling	unfaithful
unwell	unscrew	ungrateful

New Sounds

Certain sounds can be learned by pronouncing lists like a type word already known. The pages which follow give 12 such lists in this order:

Words like

1. away	5. garden-gallon	9. ant
2. be	6. snow	10. field
3. new	7. useful	11. village
4. book	8. aunt	12. bread

Do not have sound cards for these. Treat them like exceptions. Say to the children:

"Here are words beginning like *away*."

"What are these words? (*snow* / *yellow*) Today we shall have words which have the same sound of *ow* as sn-ow and yell-ow. If you forget, look up at these words and say them to yourself."

It is very important to have well-known type words in this work.

Words Beginning Like **Away** and **Around**

away	ashore	apart	astir	agree
around	aground	aside	alive	agreed
afar	afresh	across	aloft	about
aware	awhile	abed	amaze	alight
afire	amiss	asleep	abound	
aflame	amid	awake	acute	
ablaze	avoid	awoke	alone	
afloat	alarm	along	amount	
aboard	aloud	afraid	alike	

Words Beginning with **BE**

begin	before	became	bewilder	betake
began	behind	belong	betray	bethink
begun	beside	bewitch	because	
beginner	besides	between	beneath	
beginning	beyond	behave	beseech	

Words Sounded Like **New** and **Blew**

new	flew	pew	newsboy	drew
blew	chew	stew	yew	slew
clew	threw	screw	knew	sewer
dew	mew	grew	whew	jewel
ewe	hew	news	brew	jew's-harp
few	hewn		crew	

Consult a dictionary for the variation in the *ew* sound with different consonants.

Words Sounded Like **Book**

The sound of *oo* in *book* is really its regular short sound, but only the long sound was given in Part 2, in accordance with the principal of *one sound first,* as elsewhere in this Manual. The long sound (as in *boot*) is commoner and therefore more valuable.

book	nook	wood	stood	puss
look	brook	woodshed	wool	push
took	brookside	woodpecker	woolen	bush
rook	shook	woodbine	foot	full
hook	crook	woodchuck	footprints	
cook	good	woodchopper	put	
cooky	goodly	hood	pull	

Words Ending Like **Garden** and **Gallon**

garden	mittens	gallon	dragon	person
golden	seven	summon	scorpion	arson
sudden	freshen	ribbon	crayon	parson
wooden	sweeten	cannon	common	seasons
kittens				beckon

Words Ending Like **Snow** and **Yellow**

Final *ow* often has the long *o* sound as in the following words:

snow	sow	slow	narrow	sparrow
snowy	grow	rainbow	billow	pillow
blow	grown	snow star	sorrow	harrow
blown	growth	snowball	arrow	borrow
bowl	mow	snow man	elbow	follow
crow	mower	snowstorm	bellow	window
flow	know	snowdrift	mellow	window frame
flown	known	snowflakes	tallow	window sill
glow	stow	yellow	sallow	window shade
row	bow	fellow	follow	wheelbarrow
show	bow-legged	shadow	burrow	
shown	low	willow	furrow	
throw	lower	shallow	morrow	
thrown	lowest	hollow	yarrow	

Words Ending with **FUL**

useful	cheerful	grateful	pitiful	shameful
handful	joyful	ungrateful	frightful	armful
playful	hopeful	plentiful	awful	mouthful
careful	powerful	wakeful	willful	cupful
bashful	masterful	fanciful	hateful	spoonful
helpful	skillful	merciful	sinful	dishful
thankful	delightful	painful	spiteful	pailful
faithful	graceful	fearful	fretful	needleful

To many of these words *ly* can be added, as

playfully	thankfully	joyfully	painfully

Words Sounded Like **Aunt**

aunt	daunt	haunt	palm	saunter
jaunt	flaunt	vaunt	haunch	laundry
gaunt	taunt	calm	launch	

The above list is given, not for the value of the words, but for comparison with the next one. These two sounds of *a* (as in *aunt* and *ant*) are commonly confused and mispronounced. Make sure that the children and you yourself give them correctly.

Words Sounded Like **Ant**

ant	cask	cast	grass	calf
plant	mask	vast	pass	calves
slant	bask	blast	mass	half
pant	task	vastly	class	halves
scant	flask	lastly	bass	glance
grant	basket	raft	brass	dance
rant	last	shaft	glass	chance
can't	mast	craft	lass	lance
chant	fast	path	clasp	master
ask	past	bath	grasp	plaster

Words Sounded Like **Field**

field	brief	shield	pierce	siege
niece	chief	yield	fierce	grief
piece	thief	pier	shriek	

Words Ending Like **Village**

village	message	voyage	marriage	sausage
cottage	manage	baggage	garbage	savage
package	cabbage	carriage	wreckage	porridge

Words Sounded Like **Bread**

bread	dreading	breath	wealthy	ready
head	instead	meadow	heavy	steady
dead	spread	measure	health	bulkhead
tread	thread	pleasure	healthy	
dread	threaded	treasure	meant	
treading	death	wealth	sweat	

From now on all the words are arranged according to their meanings. Hectograph as many of the lists as seem appropriate for your own class.

Winter Words

winter	wind	short days	jump	still
sled	drift	long nights	freeze	snow
slide	storm	bare trees	skate	snowballs
cold	fort	thaw	skates	snow fort
chill	Jack Frost	slush	ice	snow stars
chilly	nip	mud	ice boats	
frost	red cheeks	run	ice sports	
frosty	north wind	race	fur coats	

Summer Words

summer	porch	birds	beach	trees
hot	outside	insects	holidays	leaves
heat	cool	sand	long days	picnic
awning	flowers	dust	short nights	

Country Words

road	hay	chickens	pump	brakes
green	mill	goose	cistern	flowers
barn	millwheel	cows	chips	
shed	rooster	sheep	crops	
lantern	hen	well	ferns	

City Words

street	concrete	shops	trolley	throng
curb	crowd	hack	subway	cobblestones
park	large stores	street car	cab	pavement
brick				

Ocean Words

sea	spade	sail	rocks	jelly fish
shore	shell	sailboat	cliff	white caps
beach	surf	tugboat	stones	capsize
sand	wave	steamboat	seaweed	
sandy	tide	catboat	pebbles	
pail	wind	oar	sea urchin	
spoon	boat	fun	starfish	

Farm Words

house	sheep	weeds	gate	seat
farmhouse	pig	sand	burdock	team
farmyard	pigpen	soil	nettle	dog
barn	hog	fertilize	pigweed	cat
barnyard	sow	cultivate	burrs	well
henyard	harvest	rich ground	padlock	pail
henhouse	crops	rocks	lantern	rope
fowl	hay	grain	beasts	pump
rooster	haymow	corn	hoof	tub
goose	haystack	barley	horn	churn
duck	hayloft	wheat	tail	beehive
duckling	haycock	buckwheat	paw	vane
eggs	pitchfork	oats	mane	north
henroost	sickle	rye	harness	east
cattle	spade	millet	buckle	south
ox	plow	trees	bits	west
yoke	rake	cart	springs	
goad	hoe	tipcart	pole	
horse	trowel	sled	robe	
cow	seed	bars	duster	

Names of Fruits

peach	blackberry	plum	apricot	dates
apple	blueberry	grapes	quince	crabapple
berry	cranberry	grape fruit	pineapple	barberry
strawberry	huckleberry	cherry	figs	mulberry

Names of Vegetables

pumpkin	shell beans	carrot	parsley	celery
corn	peas	radish	leeks	cress
beans	turnip	beets	cauliflower	parsnip
string beans				

Names of Flowers

blossom	shamrock	laurel	vervain	barberry
flower	wake-robin	sheep laurel	vetch	checkerberry
holly	phlox	pink	self-heal	partridgeberry
hepatica	bluebell	gilly-flower	hawkweed	jewel-weed
Mayflower	bellflower	sweet-pea	fireweed	bittersweet
starflower	buttercup	butter-and-eggs	chickweed	hardhack
narcissus	polygola	buckwheat	ragweed	tansy
cowslip	sorrel	buckbean	pigweed	Joe-pye-weed
windflower	pond-lily	mint	chicory	milkweed
lily	blue-flag	spearmint	burdock	goldenrod
tulip	columbine	peppermint	cornel	aster
jonquil	five-finger	cress	hollyhock	
daffy-down-dilly	hawthorn	cone-flower	sunflower	
	elder		bunchberry	

Names of Trees

oak	elder	copper-beech	hemlock	hawthorn
elm	maple	peach	fir	evergreen
ash	birch	apple	poplar	spruce
pine	cut-leaf-birch	plum	chestnut	pine
box	beech	cherry	butternut	cedar

Names of Fish

perch	cod	sole	red-snapper	lobster
trout	flounder	pike	butterfish	clam
bluefish	shad	white-bait	crawfish	shrimp
herring	smelt	white-fish	oyster	crab
sardine				

Names of Birds

robin	blackbird	finch	redstart	grouse
bluebird	whip-poor-will	grosbeak	peacock	snipe
rice-bird		thrasher	owl	gull
redbird	grackle	brown-thrasher	screech-owl	stork
chickadee	purple grackle		eagle	crane
jay	starling	shrike	vulture	quail
bluejay	humming-bird	brown creeper	hawk	loon
catbird		cowbird	kingfisher	duck
mockingbird	kinglet	waxwing	fishhawk	teal
lark	linnet	nuthatch	partridge	goose
kingbird	flicker	teacher bird	bob white	geese

Names of Animals

horse	kid	chipmunk	rat	duck
cow	deer	hedgehog	mouse	drake
pig	doe	skunk	mice	duckling
swine	fawn	hare	cat	seal
sheep	fox	rabbit	dog	cub
lamb	beaver	snail	puppy	ostrich
ox	antelope	toad	pug dog	camel
elk	coon	frog	grayhound	panther
goat	raccoon	snake	hound	crocodile

House Words

home	stair	mat	bed	dresser
room	stairway	carpet	spring	matting
house	staircase	armchair	mattress	hair brush
yard	upstairs	rocking-chair	sheet	toothbrush
gate	downstairs	rocker	blanket	clock
lawn	sitting-room	fire	quilt	register
porch	living-room	fireplace	down puff	carpet
vestibule	chair	bracket	counterpane	attic
hall	couch	lamp	crib	garret
hat rack	stool	lampshade	gas	bag
entry	rug	bedroom	gas-jet	trunk

roof	faucet	sweep	spoon	tin
lunch	shutter	clean	saucer	dishpan
dinner	casement	broom	cup	pieplate
meal	stove	dust	teacup	tin pan
sideboard	damper	duster	teaspoon	pail
napkin	stovepipe	mend	coffeecup	boiler
bib	coal	darn	coffeepot	steamer
doily	coalhod	boil	teapot	strainer
kitchen	coalbin	bake	tumbler	skillet
pantry	cinders	steam	goblet	sauce-pan
sink	bucket	can	mug	milk can
ice-box	oil-stove	canning	pitcher	teakettle
ice-pick	laundry	dish	platter	egg-beater
shelf	oilcloth	plate	cutlery	jug
dishcloth	match	fork	caster	jar
towel	housekeeping	knife	dipper	

Things to Eat and Drink

food	sirloin	crackers	catsup	short-cake
drink	tenderloin	chowder	ketchup	tarts
milk	chops	noodles	rarebit	jam
cream	ham	lentils	sauce	nuts
butter	pork	toast	mushrooms	chestnuts
eggs	veal	butter toast	pepper	filberts
porridge	beef	milk toast	nutmeg	lemonade
oatmeal	liver	turkey	ginger	punch
cornflakes	tripe	stuffing	cloves	icecream
hominy	hash	cranberry	horse-radish	sherbet
wheat germ	cutlet	sauce	sandwich	candy
shredded	broth	pickles	rice	lollipops
wheat	stew	flour	pudding	peanuts
mush	muffins	meal	pie	gumdrops
meat	corncake	pancakes	mincemeat	nut bar
fat meat	fritters	tea	gingersnaps	peppermints
lean meat	oysters	coffee	cake	butterscotch
roast	clams	cruller	frosting	bonbons

Things to Wear

garment	petticoat	stocking	bonnet	locket
coat	belt	socks	sunbonnet	ring
vest	buckle	boots	corsets	pin
dress	tie	rubbers	cloak	fur
shirt	necktie	leggings	girdle	muff
waist	scarf pin	gaiters	cuffs	purse
shirtwaist	sleeve	hat	bracelet	cane
blouse	garters	cap	necklace	

School Words

grade	pegs	drawing	gymnastics	blocks
kindergarten	cards	march	exercise	store
desk	shelf	sing	order	gong
chair	shelves	songs	disorder	whisper
pencil	box	scale	playmate	indent
pen	envelope	paint	seatmate	margin
ink	banner	drill	partner	index
inkwell	blotter	flag	play	absent
slate	splints	weave	time	excuse
board	teacher	loom	prompt	miss
blackboard	boys	rug	march	mistake
pointer	girls	pattern	chart	fail
clock	read	border	beanbags	test
paints	draw	stripes	playhouse	
clay	reading	reeds	dollhouse	

Arithmetic Words

inch	peck	splints	divide	buzz
feet	ounce	counters	times	Looby Loo
yard	pound	tablet	subtract	store
rod	coin	square	numbers	score
mile	cent	oblong	problem	score-keeper
gill	dime	circle	clock	
day	count	angle	tell time	
year	blocks	add	games	

Geography Words

land	isthmus	bay	day	Swiss
hill	continent	sea	wind	Greece
hillside	city	cascade	thunder	Spanish
crest	road	rapids	lightning	Spain
cliff	street	inlet	tropic	Norway
rock	river	outlet	arctic	Mayflower
stone	stream	autumn	Dutch	Pilgrims
range	river bed	winter	Turkey	
valley	rill	summer	Turkish	
point	cove	spring	Alps	
cape	gulf	year		

Toys and Games

playthings	dolls	bells	cart	jump rope
toys	dollhouse	trumpet	swing	tennis
games	tiddledywinks	drum	mallet	racket
cards	marbles	horn	skees	golf
jackstones	quoits	top	sled	
jackstraws	beanbags	kite	hoop	

Names of Boys and Girls

Ted	Albert	Tommy	Sylvester	Kathryn
Teddy	Nat	Frank	Francis	Bess
Ned	Joe	Arthur	Frances	Betty
Sam	Lester	Henry	Peggy	Grace
Sammy	Robert	Harold	Lily	Maude
Carl	Ernest	Kenneth	Becky	Doris
Jim	Paul	Willis	Nan	Agnes
Jimmy	Fred	Andrew	Jill	Gertrude
Bob	Billy	Roger	Jean	Florence
Bobby	Will	Elmer	Jane	Blanch
Ben	Dick	Herbert	Jess	Emily
Benny	Dan	Lawrence	Mildred	
Bert	Tom	Edmund	Kate	

Mother Goose People

Little Boy Blue	King Cole	Curly Locks
Tommy Tucker	Humpty Dumpty	Goosy Goosy Gander
Jack Horner	Daffy Down Dilly	Jack Sprat
Miss Muffet	Tom Tinker	Little Polly Flinders
Jack and Jill	Cock Robin	Margery Daw

Things to Be

quick	truthful	faithful	neat	sincere
manly	mannerly	dainty	helpful	fair
merry	gay	sunny	careful	skillful
happy	clean	cheery	cheerful	trusty
frank	true	jolly	orderly	
gentle	strong	brave	thrifty	

Things Not to Be

proud	weak	moody	cross	bad
silly	dreamy	untruthful	mean	vulgar
greedy	foolish	willful	disorderly	rude
dirty	careless	hateful	saucy	fickle
coarse	heedless	spiteful	unhappy	insincere
cheap	slouchy	fretful	dull	reckless

Things to Do

jump	sing	hum	lift	cut
run	read	mark	bake	dig
hop	count	win	hoe	chop
race	spell	lead	rake	weave
dive	draw	beat	stitch	splice
swim	eat	paint	weed	camp
float	sleep	print	rock	march
skip	dream	shout	hammer	drum
fish	rest	taste	saw	jump rope
hunt	smile	smell	plane	beat time
catch	dress	hear	nail	tell time
pitch	undress	see	pound	race

sit	hide	help	darn	smile
stand	ride	sweep	whittle	think
play	drive	brush	embroider	keep still
lie down	slide	dust	seesaw	
get up	coast	clean	exercise	
speak	clap	mend	swing	

Things Not to Do

snatch	slip	spill	bite	crowd
stare	fail	growl	pinch	scream
bang	miss	boast	slap	scratch
stamp	cheat	brag	kick	howl
slap	fib	stamp	point	shout
hit	lie	whine	hinder	
hate	steal	stammer	bother	
fuss	blunder	pout	get sick	
trip	meddle	frown	tell tales	

The last list consists of words taken from reader vocabularies and elsewhere which do not come under any of the heads so far given. Hectograph this list as a sort of final review. *Children who can pronounce these words fluently do not need any more drill on phonetics.*

Words Hard to Pronounce

sunshine	goddess	understand	gilded	midday
sunset	actress	night-cap	northern	talents
sunrise	furnish	butted	eastern	pattern
sunbeam	horrid	chop-sticks	western	plodded
noonday	August	costume	urchin	rapid
firelight	finger-marks	telltale	housewife	ointment
bamboo	umpire	darted	hammock	trowel
homelike	hurdygurdy	evident	jagged	humbug
hand-painted	liquid	evidently	kernel	rocket
burlap	braided	gallery	turpentine	skyrocket
escape	undertake	hubbub	cannot	moonshine

Pitty Pat
Tippy Toe
tilted
army
yesterday
dinnertime
suppertime
hardware
outrun
verb
proverb
entertain
entertain-
ment
itself
himself
herself
myself
tree-tops
balloon
bonfire
dreamland
railroad
railway
different
tunnel
fleecy
pollen
dumpheap
travel
duchess
difficult
Nottingham
profit
harvest
dragoon
havoc
contented

succeed
estate
modest
tempest
outran
outside
inside
spendthrift
cabin
holiday
roadside
satisfied
sawdust
cobweb
corridor
seasick
landmarks
charcoal
statement
outstretch
eggshells
drawbridge
whirlwind
upset
solid
publish
rootlet
plowboy
midrib
bride
bridgegroom
bride's-maid
tinfoil
stockade
subject
object
suspect
torrent

victim
legend
dapple-gray
impertinent
baptize
spirit
consent
pack-saddle
inn-keeper
nonsense
cheekbones
settlement
timid
swaying
brad-awl
stockstill
sandman
cockle-shells
shooting star
nickname
blacksmith
foreground
forenoon
milkman
sawdust
survive
clamshell
druggist
quicksilver
quicksand
quickstep
banquet
esquire
daytime
bedtime
nightmare
acrobat
mistress

surround
occur
collect
collected
torment
valentine
habit
limit
limited
buckboard
tandem
dentist
glycerin
treatment
hardware
council
platform
satchel
merit
sincere
sincerely
laundress
waitress
effect
modern
shrubbery
obtain
transfer
narcissus
wicked
artist
leaflet
genteel
landscape
victim
hermit
placid
vivid

uplift
athlete
campus
statue
forlorn
scoundrel
cartridge
illustrate
tepid
shawlstrap
steampipe
turnpike
maxim
proverb
empress
empire
transform
engrave
postpone
meantime
seamstress
omnibus
liniment
minstrel
district
Mississippi
embark
shipload
steamboat
ever
never
clever
forever
however
whenever
whichever
evergreen
evermore